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ABSTRACT

This manual is intended to assist school personnel in their efforts to initiate effective reading tutoring programs to help children in the early grades (generally, grades K-3) who lack the literacy skills required to be successful students. This manual can be used by program coordinators to help volunteer tutors who may not have had formal training in teaching literacy. Effort has been made to explain how children learn to read and to present instructional strategies and activities in a user-friendly way. Section I (Characteristics of Effective Tutoring Programs) highlights program components essential for ensuring that students learn to read; Section 2 (Getting Started: Selecting Students for Tutoring and Recruiting Effective Tutors) gives suggestions for selecting students for tutoring and the recruitment and characteristics of effective tutors; Section 3 (A Model for Training Tutors) presents a model for training volunteers to be successful reading tutors, including developmental learning activities appropriate for children at the emergent and beginning stages of literacy development, planning lessons, and recording progress; and Section 4 (Tutoring Resources) provides a glossary of terms, book lists, and related program and teaching resources. Contains 24 references. Attached are 15 two-page activity sheets that address reading, writing, and word study skills. (RS)

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ED 428 331

Recruiting and Training Volunteer Tutors

of

Emergent and Beginning Readers

in the

Primary Grades

by

Ronald E. Diss, Ed.D.

Emory & Henry College

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A Manual for Program Coordinators and Tutors

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AEL

AEL's mission is to link the knowledge from research with the wisdom from practice to improve teaching and learning. AEL serves as the Regional Educational Laboratory for Kentucky, Tennessee, Virginia, and West Virginia. For these same four states, it operates both a Regional Technology in Education Consortium and the Eisenhower Regional Consortium for Mathematics and Science Education. In addition, it serves as the Region IV Comprehensive Center and operates the ERIC Clearinghouse on Rural Education and Small Schools.

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Foreword

This manual is intended to assist school personnel in their efforts to initiate effective reading tutoring programs to help children in the early grades (generally, Grades K-3) who lack the literacy skills required to be successful students. Every effort has been made to present a tutoring model based on sound pedagogical principles supported by sound research.

This manual does not reflect all that has been written about literacy tutoring, nor is it offered as a remediation program. Its focus is on helping children in the *early grades* learn to read; therefore, it includes instruction for emergent and beginning readers only. This manual can be used by program coordinators to help volunteer tutors who may not have had formal training in teaching literacy. Effort has been made to explain how children learn to read and to present instructional strategies and activities in a user-friendly way. For those requiring more extensive or sophisticated tutoring models, a list of compatible programs is included in Section 4.

The content of this manual is based largely on more than 25 years of reading research and practice by Edmund H. Henderson and his students at the University of Virginia. Particular acknowledgment is given here to E. H. Henderson, J. T. (Tom) Gill, Marcia Invernizzi, and Mary Abouzeid, with whom the author has had the good fortune to work and co-teach over many years at the University of Virginia, and whose scholarship—along with that of Darrell Morris, Shane Templeton, and Donald R. Bear—is particularly reflected in this manual.

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I am especially grateful to AEL staff members who helped prepare this manuscript for publication. Carolyn Luzader ushered it through revisions and provided design and layout for the manual, Carla McClure copyedited and proofread the text, and Dawn Pauley provided design and layout for the activity cards and enlivened the words with graphic illustrations.

I would also like to thank the following children whose early writings appear throughout this manual:

Allen	Chuckie	John
Amy	Crystal	Laura
Ashlyn	Daniel	Lily
Audra	Guy	Sierra
Christina	Jamie	

The America Reads Challenge

An estimated 20 percent of U.S. citizens are functionally illiterate, which means they cannot read well enough to manage everyday affairs. Even though many efforts have been made to correct this problem, it persists; 40 percent of American fourth graders scored below the basic proficiency level on the 1994 National Assessment of Educational Progress test. Research shows that children who cannot read well enough to be successful at school tasks by the end of Grade 2 are less likely to succeed in school and are more likely to drop out.

To address the continuing problem of illiteracy in the United States, President Clinton has set a national literacy agenda. The America Reads Challenge aims to have all children reading well and independently by the time they reach Grade 3. The program recognizes student diversity and focuses on helping children develop basic literacy skills in one-on-one sessions with tutors.

Research indicates that children who cannot read well enough to be successful at school tasks by the end of Grade 2 are less likely to succeed in school and are more likely to drop out.

The America Reads Challenge has been allocated $2.75 billion through the year 2002 to achieve its goal. The program supports the work of 25,000 reading specialists and volunteer coordinators across the nation whose task is to train and organize one million volunteer tutors nationwide to serve in a Reading Corps. These tutors work with teachers to help children who need extra help achieving reading competence by providing tutoring in a variety of situations, including during school, after school, on weekends, and during the summer months. The program provides for the essential need of many at-risk K-3 students to receive one-on-one instruction by trained tutors working in concert with their classroom teachers. The program also supports parents in helping their children develop essential reading readiness skills prior to entering school.

The Need for Volunteer Reading Tutors: Understanding the Larger Problem

Because the America Reads Challenge is intended to be carried out at the grassroots level, the crux of the program's success is to recruit and train competent tutors.

Some may ask, "Why can't classroom teachers do their jobs and teach students to read? Why do classroom teachers need the help of reading tutors?" The simple answer is that most primary teachers can't teach all students to read well because an estimated 20 percent of these students need frequent and specific one-on-one help that teachers are unable to provide because of high student-teacher ratios and the demands of classroom management. The complex answer involves issues related to differences in children's backgrounds, their developmental readiness and learning needs, and the way mainstream schools are organized with the expectation that all children should learn to read at the same age and at the same rate. Children who fail to learn to read according to these expectations become at risk of succeeding academically. These young students also send the clear message that organizational structures and support systems need to change to accommodate their developmental learning needs (Clay, 1985; Slavin, 1990). Until school reform initiatives allow for these accommodations, teachers and tutors will need to collaborate to help *all* young children develop the literacy skills they need to be successful students.

Purpose of This Manual

Effective tutoring programs are based on sound principles of literacy acquisition. And, they are well planned and organized.

Establishing viable tutoring programs requires considerable groundwork and preparation at the school level. To be effective, they must be well planned and organized. The children being served must be able to rely on capable volunteers who, in collaboration with their classroom teachers, provide regular, systematic, and developmentally appropriate tutoring services. This means that school personnel must work with community members to recruit and train volunteers to be effective reading tutors.

This manual provides guidelines to assist school personnel in implementing successful literacy tutoring programs for primary school children. Section 1 (Characteristics of Effective Tutoring Programs) highlights program components essential for ensuring that students learn to read; Section 2 (Getting Started: Selecting Students for Tutoring and Recruiting Effective Tutors) gives suggestions for selecting students for tutoring and the recruitment and characteristics of effective tutors; Section 3 (A Model for Training Tutors) presents a model for training volunteers to be successful reading tutors, including developmental learning activities appropriate for children at the emergent and beginning stages of literacy development, planning lessons, and recording progress; and Section 4 (Tutoring Resources) provides a glossary of terms, book lists, and related program and teaching resources. Section 5 contains a list of references.

Section 1. Characteristics of Effective Tutoring Programs

Without thoughtful planning and coordination, tutoring programs fall short of being effective. They cheat the children they were intended to help.

A. Planning and Coordination

Effective tutoring programs are served by a program coordinator who oversees day-to-day operations to ensure program success. Individuals who understand the basics of the learning-to-read process and who have good organizational and interpersonal skills make the best coordinators.

Typically, the program coordinator performs the following functions:

- interfaces between the administration, teachers, tutors, and parents (establishes and maintains good communication among all participants)
- coordinates the recruitment, training, and placement of volunteers
- monitors tutors, plans lessons, and provides ongoing training, resourcing, and support
- oversees program administration (keeps records, secures parental support, schedules tutoring sessions, arranges for tutoring space, etc.)

While training need not be extensive prior to beginning tutoring, it is essential. Following introductory sessions (the number of which will vary, depending on the individuals involved), tutors will be able to begin tutoring. Following their initial training, however, tutors need additional training and ongoing support. They also need opportunities to talk about their student's progress with the classroom teacher and/or program coordinator. These interactions are vital opportunities for tutors to improve and expand their tutoring skills.

Additionally, school personnel must plan for and be ready to welcome tutors. Administrators and classroom teachers must be willing to work with

the program coordinator and accept tutors as partners sharing in the school's teaching mission. If tutoring is to take place during the instructional day, schedules may need to be modified, and tutoring materials and appropriate space should be provided. Accommodating these demands may necessitate some creative planning and organizational strategies at the building level. For example, some localities may choose to schedule tutoring using an *inclusion* model, while others may prefer the traditional *pull-out* model. Still others may want to design a *before-school* or *after-school* model. Some may find Saturday and/or summer programs more suitable.

Regardless of the organizational structure chosen, the program will be effective only if a cooperative spirit exists among school personnel, the program coordinator, and the tutors.

B. Collaboration Between Classroom Teacher and Tutor

Effective tutors are not relegated to helping students complete homework or classroom tasks; rather, they focus on assisting students to progress developmentally to become fluent readers capable of performing classroom tasks independently.

Tutoring programs are effective when the classroom teacher and the tutor both understand the child's developmental literacy needs and collaborate to focus instruction on those needs during both classroom and tutoring instruction (Wasik & Slavin, 1989). With this expectation, it is important for both teachers and tutors to understand the basics of the learning-to-read process, and how to advance children through this developmental process. When the instructional efforts of the classroom teacher and tutor are not aligned, student achievement is severely compromised. In fact, mixed or confusing messages may add to the child's disfluency and school failure. In short, successful literacy tutoring programs ensure that its literacy lifeguards know how to rescue as a team!

C. Focus on Developmental Literacy Stages

Effective tutoring is not a "hit-or-miss" rescue attempt. Successful tutors teach to the specific literacy needs of their children as they progress through predictable stages of literacy development.

Most importantly, effective tutoring programs provide reading instruction that is developmentally appropriate for each student being tutored. These programs reflect the knowledge that children advance in a predictable

order through emergent, beginning, and functional stages of reading development. Effective programs provide instruction in literacy skills according to the individual needs of children as they progress through these sequential developmental stages (Henderson, 1981). The literacy skills associated with these developmental stages are given below.

Emergent Readers

Children who are early emergent readers are not ready for systematic reading instruction. These children lack significant interest in print and awareness of letter-sound correspondence, both of which are essential for beginning reading. It is not uncommon for some children to enter kindergarten as emergent readers.

Early emergent readers need to experience a "casual immersion" in a language-rich learning environment in which they may develop interest in language and express this interest by making initial inquiries about words, letters, and sounds.

Once this interest is expressed, emergent readers are able to recognize their printed names and some environmental print (for example, Exxon, McDonald's, and Wal-Mart signs). Building on this interest, emergent readers begin to learn about letters and the sounds they represent. This knowledge enables children to begin associating letters with the initial (and later, the internal) sounds they hear in words. *This is the beginning of reading!*

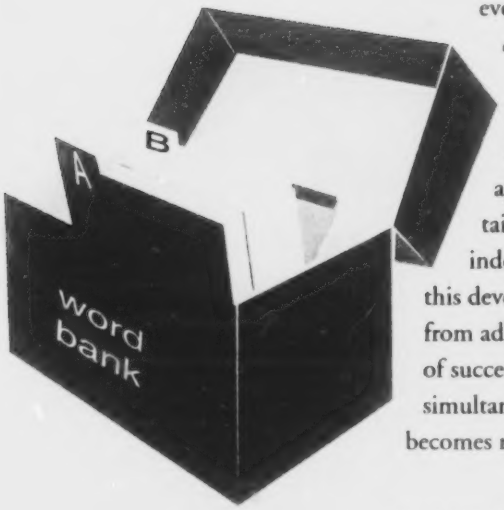
Beginning Readers

Children become beginning readers when they have a near-accurate understanding of letter-sound correspondence, understand that words are units of meaning made up of letters, and are able to identify sounds within words. Children demonstrate this knowledge of "word concept" by being able to make a "voice-to-print match" while finger-pointing with accuracy to words of a learned rhyme or simple jingle. Once children reach these benchmarks of literacy maturity, they are able to effectively participate in learning activities to develop a beginning reading vocabulary; that is, they are able to use letter-sound knowledge to begin recognizing, pronouncing, and writing words. Typically, beginning readers demonstrate early word knowledge by spelling words

Effective tutoring is not a "hit-or-miss" rescue attempt. Successful tutors teach to the specific literacy needs of their children as they progress through predictable stages of literacy development.

as they sound, usually giving the initial consonant sound (m for *milk*), then adding the final consonant sound (mk for *milk*), and eventually adding internal consonant sounds (mlk for *milk*) before experimenting with knowledge of vowel sounds (melk for *milk*). Letter reversals and inconsistencies (such as p/b; g/q; m/n; Z/N) are common (and acceptable) spelling behaviors during this stage of literacy development. Children with more advanced word knowledge may apply the letter-sound correspondence principle to spell *made* as "mad," *snake* as "sinak," and *uncle* as "unckel."

This is a critical time for the beginning reader. At this stage, children need lots of one-on-one help and support as they practice application of their knowledge of words to read and spell. During this beginning reading stage, it is natural for children to read at a "slow and choppy" pace. However, the pace and fluency of their reading will improve *if they continue reading*. This requires regular and frequent opportunities to read with the help of adults. As a result of these frequent opportunities to read, beginning readers are able to build a reading vocabulary (words they can recognize easily "on sight") of approximately 200 words. Once this reading vocabulary is attained, children are able to engage in beginning reading more independently, but they still need considerable support. Building on this developmental achievement, and with continued support reading from adults, children can advance to become functional readers capable of succeeding at school tasks. As children advance in reading fluency and simultaneously engage in continued study of words, their spelling becomes more accurate.



Functional Readers

Children who are able to read silently with understanding are functional readers. This means that they are able to read independently and fluently. Generally, functional readers are able to succeed at school tasks, and do not require tutoring services.

Section 2. Getting Started: Selecting Students for Tutoring and Recruiting Effective Tutors

Children need to get off to a good start early during their school careers if they are to become successful students. Children who are not reading independently by the end of Grade 2 are most likely to remain academically at risk throughout their school years.

A. Selecting Students for Tutoring

Because children differ in their backgrounds, social, cognitive, emotional, and physical development, some are unable to read at their assigned grade levels. These children need more time and help to advance through the developmental stages of reading acquisition. Children in Grades K-3 needing assistance as emergent or beginning readers benefit most from tutoring. Classroom teachers can select these children by matching their literacy behaviors to those characteristic of the developmental stages discussed earlier. An expanded list of these benchmark behaviors follows (based on Henderson, 1981, and Morris, 1992).

Emergent Reader

- Shows some interest in words (name, address) and in "pretend" reading using intonation and vocabulary that approximates book language
- Knows the front and back of books, distinguishes between print and pictures, and uses picture clues to recall story content

- Lacks accurate knowledge of alphabetic principle (cannot name and sound all upper- and lower-case letters), and lacks awareness of separate speech sounds within spoken words
- Lacks a concept of words in print (cannot make voice-to-print match of simple rhymes)
- Is beginning to identify common environmental print (Exxon, McDonald's, Wal-Mart, stop sign, etc.)
- May draw wavy lines or experiment with writing by making letter-like symbols (the "late" emergent reader attempts to use letters and may "spell" using single consonants to represent initial sounds in words)
- Does not repeat simple stories in a generally organized way

Beginning Reader

- Is beginning to read orally in a choppy, word-by-word fashion
- Is able to participate in echo and choral support reading
- Displays steady acquisition of a "sight (reading) vocabulary" (a minimum of 200 words)
- Is able to apply alphabet knowledge to "sound out" unfamiliar words during reading
- Uses names of alphabet letters to spell words and (later) may begin using (and confusing) consonant blends/digraphs such as sh, ch, th, wh
- Spelling reflects the use of some vowels (often incorrect), and some capitalization and punctuation
- Demonstrates a "sense of story" by being able to repeat (or construct) in sequence simple stories orally and in writing

It is recommended that students with specialized learning needs not be assigned to beginning tutors. These students may require the expertise of a more experienced tutor.

B. Recruiting Effective Tutors

Effective tutors are trained, dedicated volunteers who are committed to tutoring, and who work with their students at least two or three times a week.

Tutors may be recruited from a variety of sources, including schools, church groups, service organizations, senior centers, and the business community. Parents, grandparents, and college and high school students also make excellent tutors. In some situations, two tutors may "team up" to work with the same child. When tutors work as a team, they are able to observe and learn from one another; they are also able to deliver more frequent tutoring sessions to students who require concentrated help.

As mentioned previously, effective tutors are well prepared; they understand the learning-to-read process and how to direct children in this process as they learn and improve reading skills.

Another characteristic of effective tutors is that they are highly committed to their tutoring. They take their commitment seriously by maintaining regular tutoring schedules; effective tutors know the absolute necessity of providing frequent and systematic tutoring sessions. They understand that reading progress is made when tutoring sessions are frequent enough to ensure the child's learning and "automatic" application of reading skills. They realize that when tutoring sessions are held irregularly, students find it difficult to process, learn, and transfer skills to functional reading tasks. Tutors are most effective when they meet one-on-one with a child at least three times a week to give 30 minutes (for children in Kindergarten and Grade 1) or 45 minutes (for children in Grades 2 and 3) of on-task instruction. (Note: For planning purposes, "transitional" time should be added to scheduled tutoring sessions.)

MY B
IS D
F G O
SeH E IS 20
SeH CAN
JUMP 17
F2 hI seh
F2 I YOOh NB DAY

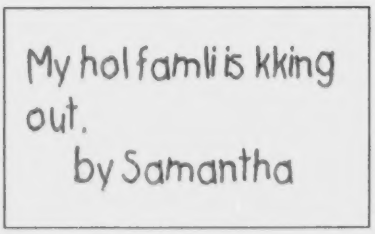
My bunny is different from all others. She is 20. She can jump 17 feet high. She will be 21 years old on her next birthday.

I LIK TO
9PLA

John

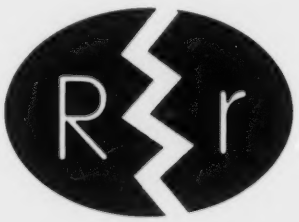
Section 3. A Model for Training Tutors

The following model will be helpful to program coordinators as they organize training sessions for tutor volunteers. This training model includes a discussion of characteristics of at-risk children, a review of what tutors need to know about how children learn to read, developmental activities for tutoring emergent and beginning readers, a recommended lesson format, and a list of basic supplies for tutors.



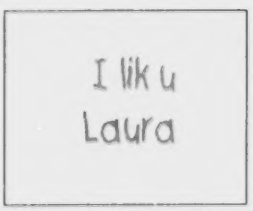
A. Characteristics of At-Risk Children

- Many are enthusiastic and willing to learn; they want to please.
- Some have negative feelings about being tutored; initially, they may appear hesitant. Some attempt to delay or avoid giving their attention by fidgeting, talking, playing with their fingers, etc.
- Some have not benefited from quality experiences, interactions, or exposure to books prior to beginning school.
- Some do not speak English as their primary language.
- Some exhibit low self-esteem and the need of a "buddy" to offer acceptance and reassurance.
- All require regular and systematic instruction.
- All need to experience success at learning tasks during tutoring.

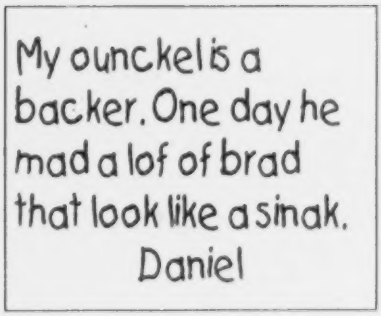


The following suggestions are known to be helpful in establishing wholesome tutor/child/family relationships:

- Get to know the student as a person by initiating dialogue. Find out what his/her interests are, but do not pry into the student's personal life.
- Maintain an ethical relationship with the student. Never discuss your student with anyone other than the classroom teacher, the principal, or the program coordinator.



- Praise the student frequently but only for genuine success. Praise can do wonders for a child's self-esteem.
- Always give the child tasks that can be performed successfully. The student needs to leave each tutoring session with a sense of enjoyment and accomplishment.



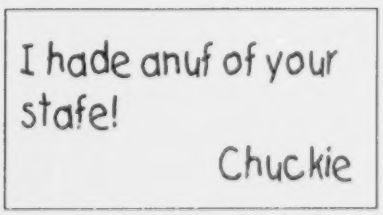
- Use rewards (stickers, certificates, etc.). Keep a visual record showing progress and achievements.
- Be patient. Progress may be slow. Your student will not become a functional, independent reader overnight.
- When speaking to the child's parent or guardian, be positive and encouraging. Express your delight at being available to tutor their child; emphasize the child's strengths, and share a realistic optimism about expectations for their progress. Do not hesitate to explain what you are doing during tutoring sessions, and offer them suggestions for conducting follow-up activities at home.

B. Understanding the Learning-To-Read Process

Learning to read is a natural process nurtured by encouragement and support.

Even though the previous sections of this manual include what tutors need to know about how children learn to read, the key points that should be emphasized during tutor training are repeated here.

- To learn to read, children must show interest in words and print, understand that letters of the alphabet have corresponding sounds, have a concept of what a word is, and be able to break words into sound parts.
- Children learn to read by being read to and by frequently reading easy-to-read material.
- Children benefit most when reading-related activities are integrated with listening, speaking, and writing activities.



- Reading instruction is most effective when it is developmentally appropriate and paced according to the learning needs of *individual* children.

C. Developmental Literacy Activities for Emergent and Beginning Readers

Instruction for both emergent and beginning readers is most effective when lessons integrate (1) reading, (2) comprehension, (3) word development, and (4) writing activities. This integration of literacy skills provides a sound foundation for learning both the process and skills of functional reading.

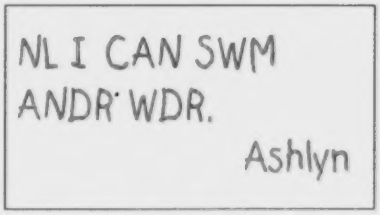
Children learn to read by being given opportunities to experience all aspects of language. This includes being exposed to print by being read to often and by having frequent opportunities to read successfully.

Developmentally appropriate activities in each of these areas are presented below for both emergent and beginning readers.

1. Literacy Activities for Emergent Readers

Reading

Reading for the emergent reader includes experiences that nurture interest and develop alphabet knowledge and a "concept of word" (knowledge that words are units of meaning with white space on both sides). This is done primarily by teaching children to finger-point during "reading" of memorized rhymes, jingles, songs, and dictation stories, by reading alphabet books, by matching words (written on word cards) to words in text, and by rereading books with repeated and/or patterned refrains.



See the following selected activities: (*Activities begin on page 15.*)

Activity 1 "Read to the Child"	Activity 7 "Concept of Word in Print: Making 'Voice-to-Print Match'"	Activity 9 "Echo Reading"

Comprehension

Comprehension activities for the emergent reader revolve around opportunities to interact about experiences and listening to and retelling stories. Tutors may conduct a Directed Listening-Thinking Activity by reading to students while engaging them in examining pictures and using contextual clues to predict and verify story events. Tutors may also have children "read" wordless books, retell stories, sort concepts such as labeled pictures of toys/foods, animals/machines, and objects by shape, color, size, etc. Listening to stories expands children's conceptual understandings and

vocabulary and exposes them to elements of story structure and language, which are important understandings for reading comprehension.

See selected activities:

Activity 2 "Concept (Picture) Sorts"

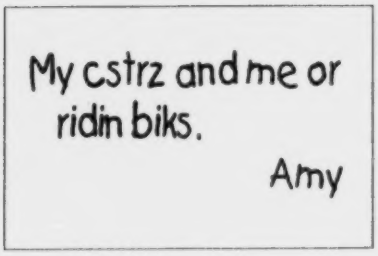
Activity 1 "Read to the Child"

Activity 13 "Directed Listening-Thinking Activity and Directed Reading-Thinking Activity"

Word Study

Children learn alphabet knowledge (graphic features and sound correspondence) by participating in activities that require them to sort pictures according to concept (theme), sort pictures of two different beginning sounds, conduct "letter searches," match upper- and lower-case letters, reproduce letters, and make alphabet books.

See selected activities:



Activity 2 "Concept (Picture) Sorts"

Activity 6 "Initial Consonant (Picture) Word Sort"

Activity 3 "Making an Alphabet Book"

Activity 5 "Alphabet Eggs"

Writing

Writing for the emergent reader involves "pretend" writing, drawing, labeling pictures, dictating captions to pictures, and writing letters and words in alphabet books. Also, opportunities to share experiences with tutors develop oral language skills and provide excellent "story starters" for writing activities. The beginnings of "letter-like" and (later) "letter-name" (initial consonant sounds of words, such as "m" for milk) spellings should also be encouraged.

See selected activities:

Activity 8 "Story Dictation"

Activity 3 "Making an Alphabet Book"

Activity 4 "Picture Labeling"

2. Literacy Activities for Beginning Readers

Reading

Tutors should engage beginning readers in frequent opportunities to practice their beginning reading skills, always at an "easy-to-read" (independent) level of difficulty. This may be achieved by helping children write and read about their experiences through the use of dictation stories, by reading *with* children during choral and echo readings, and by repeated readings of predictable/pattern books. Beginning readers may also "read (follow) along" during taped recordings of readings by their tutors.

See selected activities:

Activity 8 "Story Dictation"	Activity 11 "Reading Independently with Help"	Activities 9 & 10 "Echo Reading" and "Choral Reading"

Comprehension

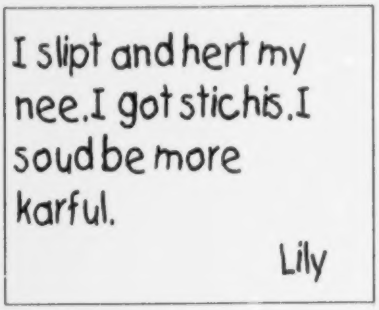
Instruction in understanding the meanings of words in both isolation and context may be achieved by continued use of the Directed Listening-Thinking Activity, the Directed Reading-Thinking Activity, and by retelling stories and illustrating content.

See selected activities:

Activity 13 "Directed Listening-Thinking Activity and Directed Reading-Thinking Activity"	Activity 11 "Reading Independently with Help"

Word study

Beginning readers benefit from word study activities that expand sight vocabulary and knowledge of beginning spelling. Word study activities primarily focus on building a word bank of words recognized immediately on sight. These words are harvested from story dictations, books, and environmental print. Additional activities may include sorting word families such as rhyming words or vowel patterns such as CVC, CVCe, CVVC, and CVV. These activities help beginning readers to understand how words work and to learn basic English spelling patterns.



See selected activities:

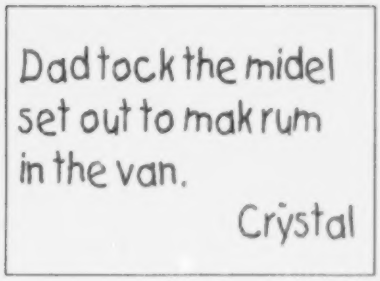
Activity 8 "Story Dictation"	Activity 15 "Short and Long Vowel Patterns"

Writing

Writing activities for the beginning reader are basically the same as those used with emergent readers. However, tutors may encourage beginning readers to experiment further with written language by relying on their growing knowledge of words to advance from "spelling" with letter-like symbols to producing invented spellings. Children's invented spellings will appear as they expand their letter-name spelling to include both initial and final consonant sounds (mk for *milk*), then internal consonant sounds (mlk for *milk*) and later, vowels (melk for *milk*), as they sound out words in an attempt to spell them.

See selected activity:

Activity 14
"Writing and Spelling"



Children acquire more accurate spelling knowledge as they progress through the beginning and functional stages of reading while simultaneously being exposed to additional word study activities. See Bear et al. (1995) for a complete treatment of developmental spelling activities across reading stages.

3. Description of Selected Activities for Emergent and Beginning Readers

The following activities are known to be effective ways to help children learn essential reading skills. All of the activities are also presented on colorful activity cards accompanying this manual. In addition, the activities are demonstrated on the trainer's video, *The Reading Tutor's Helper*. Activities 1-9 address the readiness needs of emergent readers, while Activities 10-15 are more fitting for use with beginning readers. However, Activities 8, 9, and 13 may be used effectively with both groups of children. Coordinators, teachers, and tutors should collaborate to select activities that best match the learning needs of each child being tutored.

These activities are also recommended for teaching reading to students who are learning English as a second language (Hudelson, 1984; Moustafa, 1987; Sutton, 1989). The activities are known to be effective with ESL students, even before they have mastered spoken English (Hudelson, 1984).

Activity 1 **Reading**

Read to the Child

To teach the purpose and function of print and to encourage interest in reading

One of the most effective things a tutor can do to help a child learn to read is to read to that child. When you read to a child you model enthusiasm for reading, establish a positive bond, build self-confidence, and provide opportunities for the child to acquire important information about "how books work." For example, while being read to, the child learns the nature of "book talk," the concept of story, left-to-right and top-to-bottom movement, knowledge of word boundaries, and the idea that books are sources of entertainment and information. All children benefit from being read to, but the practice is essential to help the emergent reader acquire important reading readiness skills.

Tips for Tutors

1. As you read, allow the child to "look along" with you. You may even "finger-point" to the words as you read them.
2. Select books of interest to the child. The student's interests will become evident once you get to know him or her.
3. It is a good idea to read to the child at the beginning of each tutoring session for about 5 minutes.
4. Don't be surprised if the child asks you to read some books over and over again. When children request "repeat" readings they show their growing interest in print.

Activity 2

Comprehension
Word Study

Concept (Picture) Sorts

To build a foundation for learning letters of the alphabet and their corresponding sounds

- Tutor shows child 12 index cards, each containing a single picture or sketch, 6 of which depict concept "A" (foods), and 6 of which depict concept "B" (toys)
- Tutor writes "food" on a separate index card and "toy" on another, saying each word as it is written
- Tutor places the "food" and "toy" cards side-by-side
- Tutor illustrates how to sort the picture cards under their correct concept headings by looking at a food picture, saying its name, and placing it under the word "food"
- Tutor repeats the above with a toy picture
- Child places (sorts) the remaining 10 picture cards in their appropriate columns, after looking at each picture and saying its name
- Using the same cards, repeat the activity until the child is able to perform the task accurately and quickly
- After all picture cards have been properly placed, the tutor prints the name of each object on its card directly under the picture, and underlines the beginning letter while saying its sound (ball, apple, etc.)
- Create several different concept sorts, and eventually increase the level of difficulty by having the child sort across three or four concepts

Tips for Tutors

1. It is best to conduct frequent, but brief, sorting activities.
2. Always use pictures of objects the child will be able to recognize.
3. Printing the names of each picture on the cards and underlining the beginning letter of each word should be done during the tutoring session to allow the child to see (and learn) letter-sound correspondence.

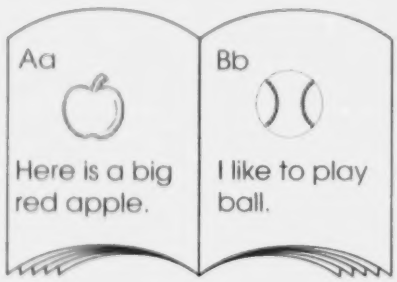
Activity 3 **Word Study**

Making an Alphabet Book

To learn the letters of the alphabet and their corresponding sounds

A simple yet very effective activity to teach a child the letters of the alphabet and their corresponding sounds is to help them make a personalized "alphabet book." The alphabet book is made by joining sheets of paper, one for each letter of the alphabet. Each sheet of paper should contain a letter written in both its upper- and lower-case forms, followed by a picture of an object whose beginning sound corresponds to that letter. The child may "read" the alphabet book during subsequent tutoring sessions.

- Tutor writes (lightly in pencil) the upper- and lower-case forms of a particular letter on that letter's page of the alphabet book as the child watches and "sounds" the letter; the child then traces (in crayon) the tutor's writing
- Child draws (or tapes, or glues) a picture of an object whose beginning letter's sound corresponds to the alphabet letter just traced
- Tutor prints and sounds out the name of the drawn object, giving particular attention to the beginning letter and its corresponding sound
- Tutor invites the child to draw (or select from a magazine) additional pictures of objects whose beginning sounds correspond to the sound of the letter just learned
- Tutor and child turn the pages of the alphabet book as the child names each letter, says its sound, and says the word written under the picture on each page
- This process is continued during subsequent tutoring sessions until the child has nearly mastered recognition of the letters of the alphabet and their corresponding sounds



Tips for Tutors

1. It is not necessary to learn the letters of the alphabet in sequence. For example, if the child already knows some letters when you begin the alphabet book activity, reinforce this knowledge by placing them in the book before learning new letters. You should, however, leave space to include the remaining letters as they are learned so that upon completion of the book, all letters appear in their proper A–B–C order.

2. Once the child knows most of the letters of the alphabet and their sounds, print (in lowercase) a short sentence about each alphabet object ("Here is a big apple"). The alphabet serves as an excellent beginning reading text. The child will enjoy riding piggyback on your finger as the words in each sentence are pointed to and read during future tutoring sessions.

3. When writing letters, words, or sentences during tutoring sessions, use manuscript/block printing. Manuscript printing approximates the print used in most books and, therefore, makes it easier for children to learn to recognize letters. Once children have a firm knowledge of the alphabet, they enjoy experimenting with the different ways letters may be formed. See Section 4 for an illustration of standard manuscript letter formation.

Activity 4 **Writing**

Picture Labeling

To help children learn the connection between print (letters and words) and meaning, and to encourage writing

An effective way to help the emergent reader understand that letters make up words, that words contain meanings, and that writing is a way of expressing those meanings, is to conduct a picture labeling activity. To conduct this activity, have the child draw a picture. When he is finished, ask him to tell about the picture. As he tells you about the drawing, label its contents, making sure that he watches you write the words.

- Label the objects in the drawing, say each word as it is written, underline the beginning letter of each word, and have the child repeat the word after you.

Picture labeling may also stimulate your student to talk in-depth about the objects in the drawing. Welcome this dialogue! You may even ask some probing questions about the picture, such as, "What are the children playing?" or "Where is the train going?" You may then use these student-generated ideas to write simple stories or sentences. When student-generated ideas are used to model writing, the connection between print and meaning is reinforced, and you stimulate interest in writing!

Tips for Tutors

1. Treat the child's drawings with pride and respect! Praise good work, and ask permission to write on/label the drawings.
2. Keep the child's drawings, along with any writings that were generated from the labeling activity, in a special portfolio.
3. Assist the child in making a personalized writing portfolio. Three-ring binders or pocketed notebooks are excellent for this activity. Invite the child to decorate the portfolio—to make it special, to make it his or her own.

The train is taking food and toys to the children.

Allen

Activity 5 **Word Study**

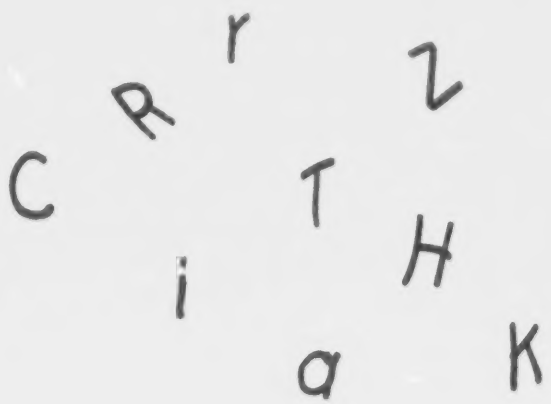
Alphabet Eggs

To learn to recognize the upper- and lower-case forms of letters of the alphabet

- Ti[illegible] presents 20 "egg halves," each containing either an upper- or [illegible]ase form of 10 letters of the alphabet
- C[illegible]mbines the corresponding halves for each letter of the alph[illegible]et
- If the child confuses some letters, use the "dry erase board" to point out their similarities and differences; some letters (m/n, g/p/q, d/b, N/Z, i/l) are particularly confusing to many children
- Repeat this process, introducing the remaining letters of the alphabet in various combinations (10 at a time) until mastered
- This skill may be reinforced by having the child "hunt" for newly learned letters as they appear in favorite books

Tips for Tutors

1. After the child learns to recognize upper- and lower-case letters and to associate these letters with their corresponding sounds, extend the "egg-match" activity to include picture/word matches. This activity allows the child to build upon letter-sound knowledge to learn that words are combinations of letters and sounds.



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Activity 6 **Word Study**

Initial Consonant (Picture) Word Sort

To learn letters and sounds of the alphabet

This activity (which is similar to the concept sort in Activity 2), directs the child to sort pictures according to the initial consonant sound they hear as they "read" each picture.

Prepare 12 index cards, 6 of which contain pictures of objects beginning with the letter "b" and 6 of which contain pictures beginning with the letter "c." On each picture card, print the name of the object, then underline its beginning consonant letter (ball).

ball

- Show a sampling of "b" and "c" pictures to the child, saying the name of each object and pointing out its beginning consonant letter sound
- As the child watches, write (and say) "Bb" at the top of one index card and "Cc" at the top of another; use these cards as column headings under which the child can place the picture cards as he or she sorts them according to their initial sounds
- Illustrate how to sort the picture cards according to their *beginning sounds* by showing a "b" picture, saying its name, and placing it in the "Bb" column, and repeating this demonstration with a "c" picture
- Shuffle the 12 picture cards and have the child sort them by taking one card at a time, looking at it, saying its name ("ball") and placing it in its appropriate column
- Repeat the sorting process until all 12 cards are sorted quickly and accurately, then introduce 6 additional cards to the deck containing pictures beginning with a *new* consonant ("g" for example); create a third ("Gg") column, and have the child sort the 18 cards across the 3 columns until the task is done quickly and accurately
- Repeat the above process of sorting 18 picture cards of three different beginning sounds until the complete alphabet has been mastered
- After initial consonant sorts have been mastered, introduce pictures of consonant *blends* (or digraphs), which are two consonant letters that combine to make *one* sound (tr, cl, dr, sm, ch, sh, th, wh), as in the words train, clock, dress, smoke, chin, show, thumb, and white. You may want to "mix & sort" combinations of consonants and their corresponding blends (cow/clock) to expand the child's understanding of letters and sounds. (For a list of initial consonant blend words, see Section 4.)
- To reinforce this activity, have the child conduct "word hunts" by looking for words in books that begin with the same initial consonants or digraphs they are sorting

Tips for Tutors

1. Remember, when conducting "sorts," always aim for speed and accuracy. The student should be able to complete sorting tasks "automatically."
2. Use only pictures of objects familiar to the child.
3. Some letters/sounds will be learned easily, while others may prove to be more difficult. When organizing sorts, it is best to combine a difficult letter/sound with two easy ones.
4. To obtain pictures to use in picture sorts, consult the child's classroom teacher, the school reading specialist, or the media resource teacher. Most primary grade teachers and school personnel have access to materials containing pictures appropriate for picture sorts. Some teachers make their own picture cards by cutting pictures out of commercial catalogues and gluing them to index cards.

Activity 7 **Reading**

Concept of Word in Print: Making "Voice-to-Print Match"

To teach the relationship between letters, words, and sentences

This activity enables children to learn (and demonstrate knowledge) that words are units of meaning composed of letters separated by white space on either side. Until children are able to perform this task successfully, they will not succeed as beginning readers (Morris, 1983).

- Tutor teaches a rhyming jingle, such as "I saw a purple pony; his name was Silly Tony. He wanted to fly like a bumblebee, and sit like a bird in an apple tree," by repeatedly saying the jingle while pointing to simple pictures showing (1) a purple pony, (2) looking silly, (3) a flying pony, and (4) sitting in an apple tree
- Child memorizes the jingle, and is able to repeat it word-for-word
- Tutor says the jingle while finger-pointing and pausing briefly on each word
- Tutor guides the child in finger-pointing as they say the jingle together
- Continue until the child is able to finger-point accurately without assistance from the tutor
- Once finger-pointing has been mastered, write each line of the jingle on a separate strip of paper, shuffle the strips, and encourage the child to use alphabet knowledge to put the strips in sequence
- Once the child is able to sequence the jingle, cut each strip into individual "word cards" (each card having one word), shuffle the words, and ask the child to attempt to say each word, directing him to focus on the beginning letter and corresponding sound

Tips for Tutors

1. Any simple jingle or rhyme may be used in this activity. A "silly" jingle is used to stimulate interest.
2. When some children point to the words as they recite the jingle, they fail to pause once for each word; instead, they point to a single letter for each spoken word, or they may slide a finger across the line of print as they speak the words. These behaviors indicate that the child does not have a sound concept of printed words. However, his attempts to self-correct are an indication that he has nearly learned this skill.

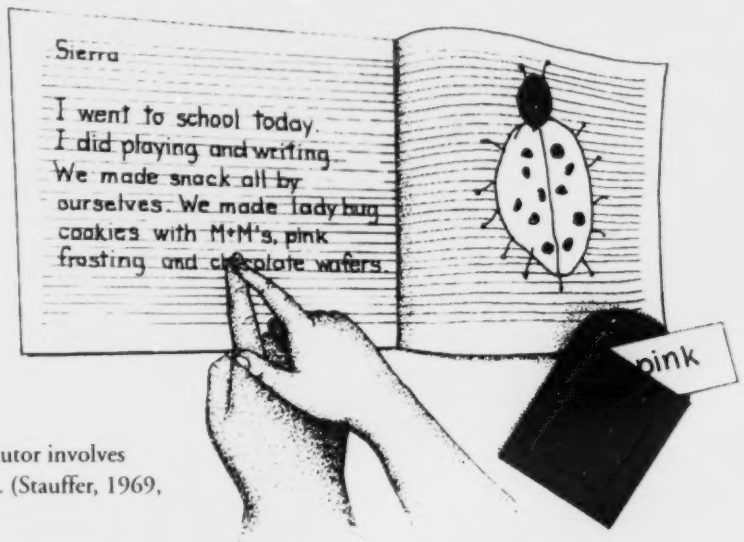
Activity 8

Writing
Reading

Story Dictation

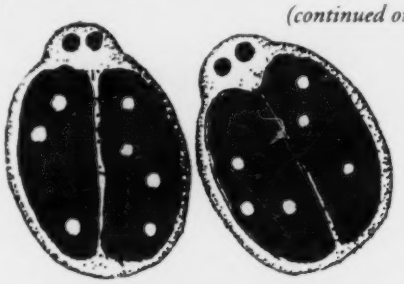
To develop writing and word recognition skills, and to experience reading

This activity is an excellent way to integrate a child's language and background experience in learning to read and write. As children see their ideas and spoken language being written down, they observe firsthand the relationship between spoken and written language and "how print works." When the tutor "reads back" to children their dictated stories, they experience an important function of language. Their awareness of print increases as the tutor involves them in reading the story dictation. (Stauffer, 1969, 1980; Henderson, 1981)



- Tutor establish a dialogue with the child to generate an experience (or story)
- Child dictates the experience (or story) to the tutor
- Tutor writes down the experience, saying each word as it is printed; child watches
- When finished, tutor reads entire story, pointing to each word as the child watches
- Tutor guides the child's finger from word to word as, together, they read the story in echo fashion; continue (during subsequent tutoring sessions if necessary) until the child is able to read the dictation independently
- Child reads story independently, with the tutor giving help with difficult words

(continued on p. 23)



Tips for Tutors

1. If the child speaks a dialect or uses improper grammar when dictating a story, should you write down exactly what she says, or should you write her dictation in standard English grammar? There are mixed opinions about this issue. Some think it is important to write down the words exactly as they are dictated, and others suggest changing the dictation so that it appears in standard grammar. Consult the child's teacher for direction. The most important consideration here is that the two of you do the same thing so that the child is not confused.
2. Have the child draw a picture illustrating a key element of the dictation. This exercise helps to develop thinking and comprehension skills.

(continued on p. 23)

Activity 8

Writing
Reading

Story Dictation

To develop writing and word recognition skills, and to experience reading

(continued from p. 22)

- Story dictations become "repeat reading" material during subsequent tutoring sessions
- Once the child is able to read the dictation independently, recopy the dictation, placing each sentence on a separate strip of paper; shuffle the strips, and have the child place them in their proper sequence and read them aloud
- Cut the words out of each sentence strip, shuffle them, turn them face down, have the child select each card one-at-a-time, turn it over, and read it aloud
- Cards that the child reads correctly are placed in a "word bank"
- Cards are "withdrawn" at random during subsequent tutoring sessions and presented to the child to pronounce; if the word is known, it remains in the bank; if the child is unable to read the word "on sight" it is placed in a "reserve" box/envelope for future study

(continued from p. 22)

3. Any word that the child is able to read independently should be placed in the "word bank." Word bank words may be harvested from a variety of sources, including story dictations, books, environmental print (stop, pizza, and exit signs, for example). Prepare the bank (a recipe box works well) with alphabet dividers so that the child can "deposit" words according to their beginning letters. The goal in keeping a word bank is to acquire a sight vocabulary of at least 200 words. Once this goal has been achieved, the child is a "beginning reader," capable of reading short, simple stories! (Don't be surprised if the child wants to continue adding to her word bank after she reaches the 200 mark; children like to watch their banks "grow!" A sturdy shoe box functions ideally as an expanded word bank.)

Activity 9

Reading

Echo Reading

To provide support to the beginning reader

Because the beginning reader is still learning to read, he cannot be expected to read without considerable ***help***. The early ***beginning*** reader needs to frequent opportunities to read text that is ***easy to read***. If he is given material to read that he cannot read successfully, the beginning reader will become discouraged, stop reading, and fail to develop the skills required to read independently. One of the best ways to give the beginning reader the support he needs to read successfully is to ***echo read*** with him. To echo read with a child, read ***a few words at a time*** while pointing to the words as you say them; then have the child immediately ***echo*** the words while also pointing to them. Echo reading works best while reading a "predictable" book (one that has a predictable story plot, and uses simple language over and over).

- Tutor and child examine book title and pictures; anticipate story
- Tutor reads short phrase (3-4 words), while pointing to each word
- Child repeats the phrase, while pointing to each word

Tips for Tutors

1. For a list of predictable/pattern books, see Section 4
2. It is appropriate to interrupt reading to draw attention to particular words or word parts (such as "ed" or "ing" endings) when the child reads carelessly or fails to apply previously learned skills.
3. It is important for all beginning readers to pay attention to "print clues" (the beginnings and endings of words, punctuation, etc.), but this is especially true for students in Grade 3 and above. Classroom assignments in these higher grades typically demand that students exercise reading skills that are much more sophisticated than those expected of children in the earlier grades. When these students fail to read accurately, they significantly reduce their capacity to demonstrate reading competence in the classroom.
4. Some children want to select books that are too difficult for them to read. Students (particularly those above Grade 2) who are having difficulty learning to read, and who observe their peers reading in advanced books, may be particularly eager to select reading material that is too difficult. At all costs, convince the child of the importance of selecting appropriate reading material. If you are tutoring an older child, try to conduct the tutoring session in a nonpublic location. This may help the self-conscious child to more readily participate in tutoring activities.

Activity 10 **Reading**

Choral Reading

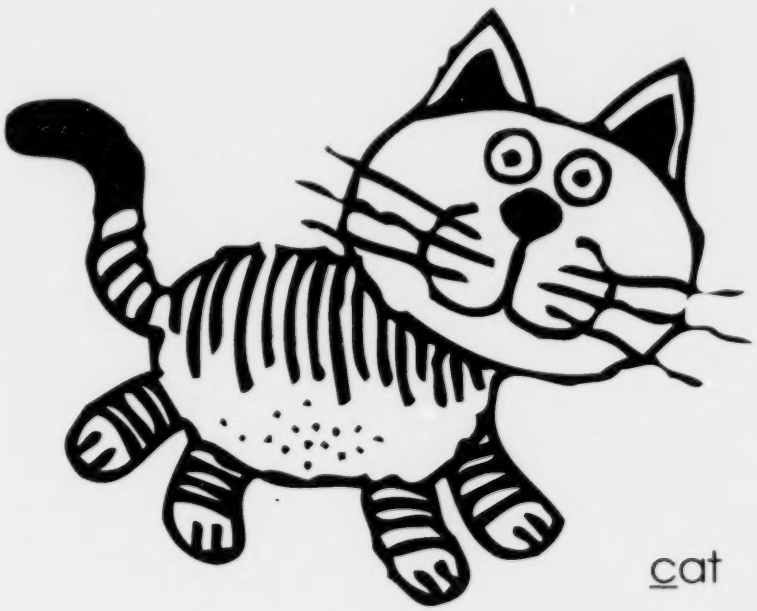
To provide support to the beginning reader

Choral reading is an extension of echo reading. During choral reading, the tutor and the child read the words simultaneously. As with echo reading, choral reading takes place while reading predictable/pattern books. Use choral reading when the child is able to recognize most of the words in the text, but is unsure about several others. When the tutor and child read together, the tutor provides the support the child needs to *PRACTICE reading successfully*. During choral reading the tutor "decreases volume" when the child is reading easily, and "increases volume" when the child encounters difficulty. Eventually, the tutor's role during choral reading becomes minimal.

- Follow the same procedures as in echo reading
- Tutor and child read together as one voice, while POINTING to the words
- Tutor begins to "fade away" as the child gives evidence of being able to sound the words independently

Tips for Tutors

1. Giving support to a child during choral reading is similar to giving support to a child who is learning to ride a bicycle. It is necessary for the child to practice riding successfully to become competent, and the helpful tutor walking alongside helping to maintain balance enables that successful practice. So too, does the reading tutor offer support during reading practice, knowing when to "let go" and when to "grab hold again!"



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Activity 11 **Reading**

Reading Independently With Help

To develop reading independence and fluency

Children learn to read by reading, but they don't necessarily learn to read *better* by reading *more*!

Beginning readers develop fluency by reading at an "easy-to-read" level. This means that they should be able to read the books they select with approximately 95 percent accuracy *without* assistance. When given help with the remaining 5 percent, they are able to read with near-perfect accuracy. When beginning readers read at this level, and with this assistance, they will continue reading, and advance in reading fluency.

- Have the child read to you often at an easy-to-read level
- When the child encounters a difficult word, offer assistance by either telling the child how to pronounce the word, or by helping the child to use existing word knowledge to pronounce the word
- Write difficult words on separate index cards; place these words aside to be studied later

Tips for Tutors

1. To determine whether a child will be able to read a selected book with 95 percent accuracy, have the student read a section of the text aloud to you. If he or she is unable to pronounce more than 5 words per 100, the book is probably too difficult.
2. Cards containing "difficult-to-read" words may be reexamined during later tutoring sessions and placed in a word bank of learned words. Review these words frequently.

Activity 12 **Writing**

Writing

To encourage language use and understanding of the writing system

When children write, they demonstrate and expand their knowledge of print. The more children write, the better they become at "figuring out" the writing system. So, children should be encouraged to write frequently in order to develop writing competence. Children benefit from writing in other ways too. For example, when children write *stories,* they become aware of "story elements" (what happened? where? by whom? what was the problem? how was it resolved?), and learn to apply improved comprehension skills when they *read.*

Beginning readers are also beginning writers; their writing reflects their early knowledge of words and "how print works." The purpose of writing for the beginning reader is not to produce perfectly written text, but to *use language* to express meaning and to *figure out* the writing system, both of which are fundamental to developing writing competence. If you "red pen" the child's writing, you discourage him from writing! Correct writing will come later. Remember, "first things first!"

- Initiate dialogue; get the child to talk about a topic of interest or a past experience
- Ask the child to write a few sentences about that topic or experience
- Tell the child that you don't expect his writing and spelling to be perfect, but ask him to write *as best he can*
- You may need to write the first few words to prompt the child to begin writing

Tips for Tutors

1. Some children find it difficult to begin writing. These children often comment (with a shrug of the shoulder), "I don't know what to say." To encourage the child to write, begin by prompting a discussion about one of his favorite topics. As he talks, listen for an idea that could be used as a story starter. Another good way to encourage children to write is for *you* to tell a story. If you know your student likes to swim, tell a swimming story of your own. It is very likely that your story will prompt several ideas for the child to talk (and write) about.

2. Even after generating some interesting ideas to write about, the child may be hesitant to begin writing. If this happens, suggest how the story might begin, and ask the child if he agrees. When he nods approval, begin writing the first three or four words down on paper, then invite him to continue. Chances are, you will have succeeded in getting the child to begin writing.

3. Getting the child to write his first story is almost always a challenge. During subsequent tutoring sessions, however, the child will write more willingly. As he gains confidence in his writing ability, don't be surprised if he begins writing on his own.

4. Check with the child's classroom teacher about the type of paper you should have the child use during writing activities. If the child is accustomed to using "primary paper," continue that practice.

Activity 13 **Comprehension**

Directed Listening-Thinking Activity (DL-TA) and Directed Reading-Thinking Activity (DR-TA)

To teach thinking "as-you-read (listen)" skills

Children must learn to think as they read; they need to learn how to process and use the information they encounter while reading. Children learn these skills over time; in fact, they begin to learn them before they know how to read, and they continue to learn them once they begin reading.

Emergent readers often learn these important thinking skills when they are *directed* to *listen* and *think* as stories are read to them (DL-TA). Once children know how to read, they continue to learn these skills by being *directed* to *think* as they *read* (DR-TA). (Stauffer, 1969, 1980)

The DR(L)-TA is a strategy that allows children to use their background knowledge and experience while reading to make a series of predictions about what will happen in the story. As the child reads, he looks for information that either proves or disproves his prediction. As the child reads a-section-at-a-time, the teacher directs him to use information gained from the previous section (including picture clues) to make additional predictions. An important part of the DR(L)-TA strategy is that the child is required to "prove" his predictions (right or wrong) with evidence from the text.

- Select a book the child has not previously read (or heard)
- Criteria for book selection: (a) age-appropriate, (b) contains a narrative (tells a story, has a plot), (c) can be read from start to finish in 10-15 minutes
- Introduce the book: examine the title and cover picture, and have the child guess what the book may be about
- Read the first segment of the book (being brief, but reading until story development begins to emerge), then stop reading
- Discuss accuracy of predictions, supported by what was read
- Discuss "clues" gained from the first reading and, based on these clues, have the child make another prediction
- Continue reading in the next segment of the book and repeat the process

Tips for Tutors

1. All children can benefit from this activity, including children who are reading well. Many children are able to "word call" (pronounce words) with fluency, but they fail to comprehend what they read.
2. If the child will be reading during this activity (DR-TA), make sure that the book you select for him to read is not too difficult. You should also instruct him to point to any difficult words he may encounter while reading, and that you will pronounce the word for him. (By doing this, you allow the child to focus on "thinking" during reading.)

Activity 14

Writing
Word Study

Writing and Spelling

To develop writing competence and spelling

Children produce some interesting yet predictable spellings when they write, providing important information about their level of word knowledge. Typically, emergent readers who lack a firm understanding of letter-sound correspondence *pretend* to spell by making a variety of marks ranging from scribbles and wavy lines to letter-like shapes and actual letters. Beginning readers spell by applying their knowledge of letter-sound correspondence to produce a letter of the alphabet for each sound they hear in a word. These children produce letter-name invented spellings ranging from a single letter ("m" for *milk*), to writing a letter of the alphabet (or blend) to correspond to each sound they hear ("mlk"for *milk*, or "chr" for *chair*), to experimenting with vowels (as in "unckel" for *uncle*, or "sinak" for *snake*).

- Encourage the child to write often; include writing opportunities as a regular part of your lessons
- Examine the child's (invented) spelling for information about his word knowledge
  1. Does he spell by writing a single letter of the alphabet that makes or names the same sound he hears at the beginning of the word?
  2. Does he spell by combining letters of the alphabet that make or name the sounds he hears at the beginning, middle (perhaps), and end of the word?
  3. Does he attempt to use vowels in his spelling?
- Use information gained from the child's spelling to organize word study activities

Tips for Tutors

1. Point out that the primary purpose for writing is to communicate meaning (experiences, ideas, feelings, information) to others.
2. Remind children that you don't expect their writing and spelling to be perfect, but that you want them to write (and spell) as best they can.
3. Writing assignments need not be lengthy; encourage variety. One writing activity may involve writing short phrases, while another may consist of one or two sentences. Some children will willingly write extended paragraphs.

Activity 15 **Word Study**

Short and Long Vowel Patterns

To learn general spelling patterns

Word knowledge facilitates spelling; spelling knowledge, in turn, enhances reading and writing competence. For this reason, beginning readers improve their spelling, reading, and writing skills when they systematically study and make generalizations about words that share spelling patterns. The purpose of word study is not to memorize spellings or to learn spelling rules; rather, its purpose is to build upon a child's existing word knowledge to enable him or her to figure out how the English spelling system works (Perfetti, 1985; Henderson & Templeton, 1986; Anderson, Hiebert, Scott, & Wilkinson, 1985). Building on a child's knowledge of consonants and consonant blends/digraphs, a specific sequence of word study is recommended to introduce the beginning reader to common spelling patterns. For the early beginning reader, this sequence includes sorting/contrasting short vowel rhyming families (words with the same vowel and ending letters) in single-syllable words having a consonant-vowel-consonant (CVC) pattern, such as the "it" family (hit, fit, pit) , the "et" family (pet, set, get), or the "at" family (pat, sat, cat). Later, when the child begins spelling with (and confusing) vowels, the sequence of word study includes sorting/contrasting short with long vowels in words with the CVC (tan), CVCe (silent "e," as in lane), CVVC (pain), and CVV (day) patterns. Word sorting activities may also include contrasting combinations of long vowel patterns such as CVCe (face), CVVC (jail), and CVV (may). This sequence of word study establishes a foundation for understanding more complex spelling patterns during subsequent stages of spelling development (Bear et al., 1996). The following steps are recommended for any word sorting activity you conduct with your child:

- Follow the recommended sequence for vowel word study: short vowel rhyming word families, followed by contrasting short with long vowel patterns, followed by contrasting long vowel patterns
- Explain and demonstrate how the activity will proceed; begin with a two-column sorting activity; include a miscellaneous column for exceptions
- Have the child say each word before placing it in its column
- Extend the sort to three, then four columns; include a miscellaneous column for exceptions

Tips for Tutors

1. Remember, when conducting sorts, always aim for speed and accuracy.
2. Use only words your child is able to read.
3. After sorting the "a" vowel patterns, continue with the other vowels.
4. For a list of words to be used for sorting activities, see Section 4. Include word lists of blends/digraphs, rhyming families with short vowels, contrasting short/long and long/long vowel patterns.
5. Most tutors of emergent and early beginning readers will not need to conduct word study activities beyond sorting consonants, consonant blends/digraphs, and simple CVC, CVCe, CVVC, and CVV patterns. Those wishing a more complete explanation of these and additional word study options (including less common vowel patterns) are directed to *Words Their Way, Word Study for Phonics, Vocabulary, and Spelling Instruction* (Bear et al., 1996). This excellent resource outlines five developmental stages of spelling and illustrates numerous learning activities appropriate to each stage. Program coordinators should make this resource available to classroom teachers and tutors; it is also a timely resource for tutor training sessions.

D. Planning Lessons — A Format for Tutoring Sessions

It is recommended that tutoring sessions include instruction in four areas: reading, comprehension, word development, and writing. While it may not be possible to include all four of these components during every tutoring session, tutors should try to include at least *two or three components during each instructional period.*

- 10-20 minutes — Reading in Context: echo and choral reading of dictations or predictable/pattern books, or in books at the child's easy-to-read level
- 10-20 minutes — Comprehension: story retellings, concept sorts, Directed Listening-Thinking Activity, Directed Reading-Thinking Activity
- 10-20 minutes — Word Study: learning letter-sound correspondence, sorting known words by pattern features, conducting word hunts, word bank activities
- 10-20 minutes — Writing: drawing, labeling, copying dictations (given earlier to the tutor), writing brief accounts of experiences, creating stories

Typical Four-Session (30 - 45 minute) Plan for the *Emergent Reader*

Session 1

Read

- predictable/pattern book
- echo/choral read new book

Write

- draw and label picture objects
- work on alphabet book

Word Study

- learn rhyme and finger-point

Session 2

Read

- repeat read predictable/pattern book
- read labeled picture objects (from Session 1)

Comprehension

- DLTA
- draw and label picture

Word Study

- initial consonant sort

Session 3

Read

- predictable/pattern book
- repeat read previously read book and echo/choral-read new book

Comprehension

- DLTA
- concept (picture) sort (toys/foods)

Session 4

Word Study

- letter match
- work on alphabet book

Comprehension

- repeat read and have child retell story
- concept (picture) sort (animals/furniture)

Typical Four-Session (30 - 45 minute) Plan for the *Beginning Reader*

Session 1

Read

- read (or reread) aloud independently with help

Write

- story dictation (SD) #1

Word Study

- CVC short vowel sort (*it* and *et* words)
- harvest words for word bank

Session 2

Read

- read new book independently with help

Comprehension

- retell content of above book

Word Study

- CVC short vowel sort (*et* and *at* words)

Write

- independent writing

Session 3

Read

- read (or reread) aloud independently with help

Word Study

- CVC short vowel sort (*it*, *et*, and *at* words)
- word on word bank

Comprehension

- DR-TA

Session 4

Read

- (SD) #1 (from Session 1)

Write

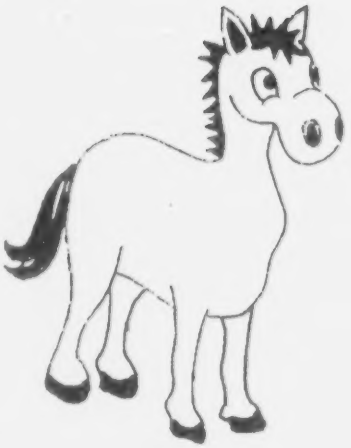
- (SD) #2 & harvest words for word bank

Word Study

- introduce CVCs long vowel sort

E. Recording Progress

The purpose of tutoring is to help emergent and beginning readers advance toward becoming functional readers. To ensure that this goal is achieved, it is necessary to keep a record of tutoring activity and student performance. These records enable school personnel and tutors to determine student progress and make decisions to ensure that both tutors and students receive the support they need to succeed.

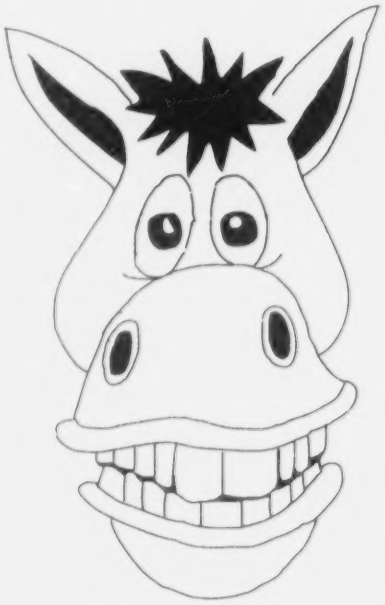


Among the possible records that provide helpful information about program effectiveness are the following:

- **Daily Lesson Log**. This record includes a list/description of lesson activities, a brief statement of how well the child performed during the activities, and significant antidotal information about the child's behavior during the lesson. It is recommended that tutors take a few minutes following each tutoring session to maintain a current lesson log. (See example, pp. 34-35.)

- **Skills Checklist**. This record includes an account of the child's progress in learning important readiness and/or reading skills that must be acquired to become a functional reader. As noted earlier, the skills of emergent and beginning readers include interest in print, awareness of "book talk," awareness of story structure, oral (speaking) vocabulary, knowledge of letter-sound correspondence, knowledge of words in print (voice-to-print match), and reading vocabulary (word bank of at least 200 words). In addition, these readers can identify sounds in words, invent spellings, sound out (unfamiliar) words, read short stories/books accurately and fluently, comprehend what is read, and read silently and comprehend.

Tutors enter information on the skills checklist at least monthly, or whenever skills are mastered. (See example, pp. 36-37.)



- **Teacher Observation**. The classroom teacher observes firsthand the child's language progress in the classroom context. It is important that what the child learns during tutoring be transferred to classroom learning. The teacher's observations of this transfer are critical for designing and pacing instruction for the child. Because of student variability, there is no standard of frequency for obtaining teacher observations. (See example, pp. 38-39.)

Daily Lesson Log

Tutor Student Date of Lesson

Activity	Student Response
Reading	
Comprehension	
Word Study	
Writing	

Additional Comments

Daily Lesson Log

Tutor | Student Crystal | Date of Lesson 3/18/98

Activity	Student Response
Reading Read story dictation, "Going to the Dog Pound"	-Very enthused; wanted to change two words (big to high and fluffy to fuzzy)
Echo read new book, "Emma's Pet"	-Very cooperative
Comprehension	
Word Study Sorted "ick" and "ock" words	-Completed this task easily. Wanted to go to three columns, but time ran out.
Writing Crystal added two sentences to her story, "Going to the Dog Pound."	-Excited about writing, but reluctant to spell on her own; needs encouragement to spell "as best she can."

Additional Comments Crystal wants to find "pet words" for her word bank to bring to our next lesson. This is a good sign!

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Skills Checklist
Student Achievement Record
(Use to monitor progress)

Tutor	Student				Classroom Teacher
Skill	Level of Achievement* Date				Evidence of Competence (briefly describe what child is able to do)
1. Interest in print					
2. Awareness of "book talk"					
3. Awareness of story structure (beginning-middle-end)					
4. Oral (speaking) vocabulary (is able to communicate with spoken words)					
5. Knowledge of letter-sound correspondence					
6. Knowledge of words in print (voice to print match)					
7. Reading vocabulary (word bank—is able to read in excess of 200 words on sight)					
8. Awareness of sounds in words					
9. Invents spelling by using consonant sounds and confusing vowels					
10. Sounds out unfamiliar words in print					
11. Reads short stories or books accurately and fluently					
12. Comprehends what is read					
13. Reads silently and comprehends					

*4 = competence achieved 3 = nearly competent 2 = early learning stage 1 = not competent

Skills Checklist
Student Achievement Record
(Use to monitor progress)

Tutor	Student Sam				Classroom Teacher
Skill	Level of Achievement* Date				Evidence of Competence (briefly describe what child is able to do; continue on back, if more space needed)
1. Interest in print	10/1 (1)	10/17 (3)			1. 10/1 - Says doesn't want to read 10/17 - Asked me to read "Five Little Monkeys"
2. Awareness of "book talk"	10/26 (3)				2. 10/26 - Tells story about going swimming; uses "once upon a time" & "the end"
3. Awareness of story structure (beginning-middle-end)	10/12 (2)	10/20 (3)	10/24 (4)		3. 10/12 - Misplaces events during retelling of "The Three Little Pigs" 10/20 - Leaves out ending when retelling "Have you seen my Duckling?" 10/24 - Retells story of "The Three Little Pigs" accurately.
4. Oral (speaking) vocabulary (is able to communicate with spoken words)	10/1 ?	10/15 (2)	10/24 (4)		4. 10/1 - Can't tell; very quiet, won't talk to me. 10/15 - is talking somewhat 10/24 - Told story of wrecking his bike; spoke easily and well.
5. Knowledge of letter-sound correspondence	10/7 (2)	10/27 (3)	11/12 (4)		5. 10/7 - Knows b, f, h, o, p, r, s, t, x 10/27 - Knows a, c, e, g, i, j, l, m, n, v, y, z 11/12 - Knows all letters and sounds.
6. Knowledge of words in print (voice to print match)	10/7 (1)	11/12 (2)	11/24 (4)		6. 10/7 - Nothing 11/12 - Pauses mostly on letters. 11/24 - Finger-pointed with accuracy.
7. Reading vocabulary (word bank—is able to read in excess of 200 words on sight)	11/12 (2)	11/24 (2)			7. 11/12 - Has 8 words in word bank. 11/24 - Has 22 words in word bank.
8. Awareness of sounds in words					
9. Invents spelling by using consonant sounds and confusing vowels					
10. Sounds out unfamiliar words in print					
11. Reads short stories or books accurately and fluently					
12. Comprehends what is read					
13. Reads silently and comprehends					

*4 = competence achieved 3 = nearly competent 2 = early learning stage 1 = not competent

Teacher Observation

Performance observation by classroom teacher

Teacher	Student	Tutor	Date

Describe any observed improvements in the student's language skills or academic performance.

Recommendations (to reading specialist, coordinator, or tutor)

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Teacher Observation

Performance observation by classroom teacher

Teacher	Student Andrew	Tutor	Date

Describe any observed improvements in the student's language skills or academic performance.

Andrew's attitude toward reading and language arts is very much improved; he takes pride in telling me about the books and stories he is reading with his tutor, and he willingly shares his story dictations and new words with me. Even though he continues to read two grade levels below his placement, he has advanced from the primer to the 1st grade level. He enjoys learning new words to add to his word bank, and he attempts to use them in his writing. I am pleased with Andrew's progress.

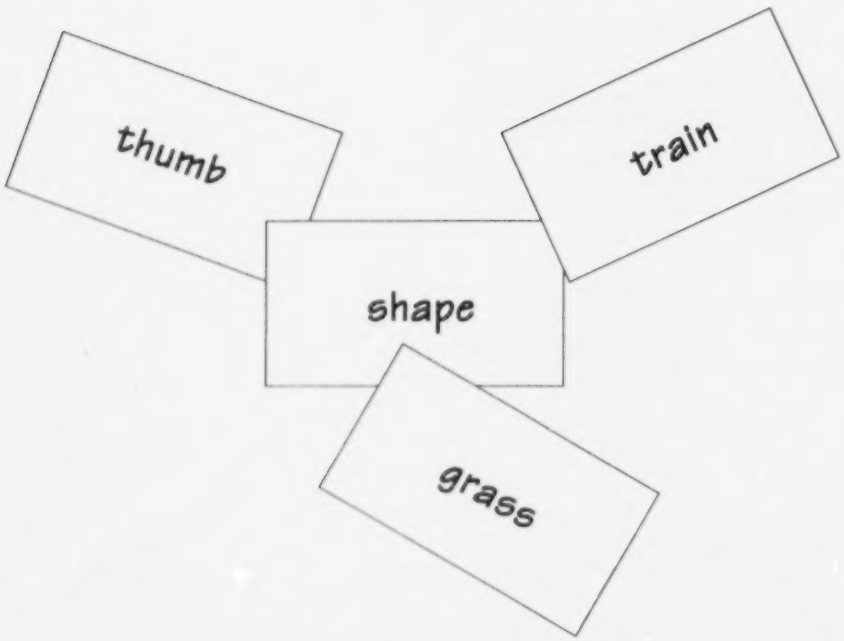
Recommendations (to reading specialist, coordinator, or tutor)

Continue echo and choral reading, and word bank activities.

F. Tutor's Basic Materials and Supplies

Tutors should be provided with the following materials and supplies to conduct activities with children. Tutors can find these relatively inexpensive supplies invaluable during tutoring sessions.

- books (see Section 5 for a list of predictable/pattern books)
- folder (or notebook) for keeping dictation stories and other student work
- file (recipe) box to be used as a "word bank"
- index cards (or 3" x 5" pieces of paper)
- primary (lined) writing paper
- dry-erase board and marker
- pencil and magic markers
- rubber bands or mailing envelopes/sandwich bags (for keeping "word families" together)
- stickers and/or award certificates



Section 4. Tutoring Resources

A. Glossary

Acknowledgment is made to Bear et al. (1995) and Harris & Hodges (1995).

alphabet knowledge—Ability to name and write the upper- and lower-case letters of the alphabet.

alphabetic principle—Letters of the alphabet have corresponding speech sounds.

beginning reader—One who has knowledge of the alphabetic principle, a concept of word, and phonemic awareness.

book talk—The language of books, including story structure.

choral reading—Two (or more) people reading the same text aloud, with the better reader serving as a model.

concept of word—Awareness that written words are units of letters with space on both ends. (This awareness is evidenced by ability to point to individual words as they are read.)

concept sort—An activity to sort picture cards according to their conceptual themes.

consonant—A letter of the alphabet other than a,e,i,o,u, or y used to represent speech sounds.

consonant blend—The combination of two consonants to produce one sound (*dr*ip).

dictation story—A story or event dictated by the child to the teacher.

digraph—Two letters that represent one speech sound, as *ch* for /ch/ in *chin* or *ea* for /e/ in *bread*.

DL-TA (Directed Listening-Thinking Activity)—A strategy for developing comprehension processes during *listening*. The strategy is a variation of a predict-listen-prove routine.

DR-TA (Directed Reading-Thinking Activity)—A strategy for developing comprehension processes during *reading*. The strategy is a variation of a predict-read-prove routine.

easy-to-read level—Text that a child can read with approximately 98 percent accuracy alone, or with help.

echo reading—Two people reading the same text aloud, with the less competent reader repeating the words read by the better reader.

emergent reader Those from birth to beginning reading who lack the readiness skills of a beginning reader.

English as a Second Language (ESL) a program for teaching English language skills to students whose first language is not English.

fluency Freedom from word identification problems that might hinder comprehension in oral and silent reading.

frustrational reading level—A readability or grade level of material that is too difficult to be read successfully, with less than 90 percent accuracy in word recognition and less than 50 percent comprehension, even with normal instruction and support.

functional reader—One who has the level of reading skill needed to be successful in academic tasks at school.

independent reading level—The readability or grade level of material that is easy for the student to read with better than 98 percent word recognition accuracy and better than 90 percent comprehension.

independent reading with help—The reading ability or grade level of material that is challenging, but not frustrating for the student to read successfully (at least 95 percent word recognition accuracy and better than 75 percent comprehension) with normal instruction and support.

instructional reading level—Independent reading with help.

invented spelling—Spelling in which sounds in words are represented by phonetically accurate letter choices.

literacy—Competence in the areas of listening, speaking, writing, and reading.

letter-sound correspondence Knowledge of the alphabetic principal.

letter-name spelling—Spelling representing sounds of parts of words with phonetically accurate letter choices.

oral vocabulary—Words known or used by a person when speaking.

phoneme—The smallest sound unit of speech that, when contrasted with another phoneme, affects the meaning of words in a language, as /b/ in book contrasts with /t/ in took.

phonemic awareness—Ability to segment words into sound parts.

phonemic segmentation—To break a word into its sound parts by phonemes, as /b/ and /oo/ and /k/ in the word *book*

predictable/pattern book—A book with a predictable plot structure containing repetitious text.

sight vocabulary—Words that are immediately recognized as a whole and do not require analysis for identification.

silent e—Final e; the spelling pattern in English in which *e* is the last letter in a word, does not represent a final sound, and often signals a long vowel sound for the preceding vowel letter, (for example, kite).

spelling bank—Containing words a person is learning to spell correctly.

spelling vocabulary—Words a person is able to spell correctly.

sounding out—The application of letter-sound knowledge in reproducing the sound (s) represented by a letter or group of letters in a word.

story structure—The pattern of organization in narration that characterizes a story—setting, character, action, problem, resolution, etc.

voice-to-print match—Finger-pointing while reading a text, demonstrating a concept of word by pointing to each word as it is said.

vowel—A letter of the alphabet that is either a, e, i, o, u, or y.

vowel digraph—A spelling pattern in which two or more adjoining letters represent a single vowel sound, as *ea* for /e/ in bread.

word bank—Words a person can read independently at sight.

word study—Instruction in phonics, spelling, word recognition, and vocabulary.

B. Bibliography of Selected Reading Books for Children (Modified from Templeton, 1991)

1. Picture Books

Bemelmans, L. (1962). *Madeline.* New York: Viking.

Burton, V.L. (1939). *Mike Mulligan and his steam shovel.* Boston: Houghton Mifflin.

Carrick, D. (1976). *The deer in the pasture.* New York: Greenwillow.

Emberly, B. (1967). *Drummer Hoff fired it off.* Englewood Cliffs, NJ: Prentice-Hall.

Gibbons, G. (1986). *Up goes the skyscraper!* New York: Four Winds Press.

Hoban, R. (1964). *Bread and jam for Frances.* New York: Harper and Row. [There are several books in the Frances series; they all work on both the child's level and the adult's level (particularly for parents!).]

Hoban, T. (1973). *Over, under and through and other spatial concepts.* New York: Macmillan.

Hutchins, P. (1968). *Rosie's walk.* New York: Macmillan.

Keats, E. J. (1962). *Snowy day.* New York: Viking.

McCloskey, R. (1941). *Make way for ducklings.* New York: Viking.

Rockwell, A., & Rockwell, H. (1972). *Toad.* New York: Doubleday.

Steptoe, J. (1984). *The story of jumping mouse.* New York: Lothrop, Lee, and Shepard.

Ungerer, T. (1967). *Zeralda's ogre.* New York: Harper and Row.

Van Allsburg, C. (1984). *The mysteries of Harris Burdick.* Boston: Houghton Mifflin. [Any of Van Allsburg's books are excellent; his illustrations are uniformly terrific and occasionally provocative.]

Waber, B. (1972). *Ira sleeps over.* Boston: Houghton Mifflin.

2. Wordless Books

Bang, M. (1980). *The grey lady and the strawberry snatcher.* New York: Four Winds Press.

Brinckloe, J. (1974). *The spider web.* New York: Doubleday.

dePaola, T. (1981). *The hunter and the animals.* New York: Holiday House. [dePaola is a well-known, excellent artist with quite a number of books to his credit.]

Krahn, F. (1968). *Sebastian and the mushroom.* New York: Delacorte Press/ Seymour Lawrence.

Mayer, M. (1967). *A boy, a dog, and a frog.* New York: Dial. [This is the first in a series about these three friends by this outstanding children's illustrator.]

Parnall, P. (1970). *The inspector.* New York: Doubleday.

Tafuri, N. (1985). *Have you seen my duckling?* New York: Scholastic.

Ward, L. (1973). *The silver pony.* Boston: Houghton Mifflin.

3. Alphabet Books

Anno, M. (1976). *Anno's alphabet: An adventure in imagination.* New York: Thomas Crowell/Farrar.

Baskin, H., Baskin, T., & Baskin, L. (1972). *Hosie's alphabet.* New York: Viking Press.

Isadora, R. (1983). *City seen from A to Z.* New York: Greenwillow Books.

Kellogg, S. (1987). *Aster aardvark's alphabet adventures.* New York: Morrow.

Provensen, A., & Provensen, M. (1978). *A peaceable kingdom: The Shaker abecedarius.* New York: Viking.

Wildsmith, B. (1963). *Brian Wildsmith's ABC.* New York: Franklin Watts.

4. Predictable and Pattern Books

Ahlberg, J. & Ahlberg, A. (1978). *Each peach pear plum.* New York: Viking Press.

Anglund, J. W. (1960). *In a pumpkin shell.* (Alphabet Mother Goose). San Diego, CA: Harcourt Brace.

Anno, M. (1975). *Anno's alphabet.* New York: Crowell.

Asimov, I. (1960). *Words from the myths.* Boston: Houghton Mifflin.

Aylesworth, J. (1992). *Old black fly.* Illustrated by Stephen Gammell. New York: Scholastic.

Azarian, M. (1981). *A farmer's alphabet.* Boston: David Godine.

Barchas, S. E. (1975). *I was walking down the road.* Illustrated by Jack Kent. New York: Scholastic.

Base, G. (1986). *Animalia.* New York: Harry Abrams.

Baskin, L. (1972). *Hosie's alphabet.* New York: Viking Press.

Bauer, M. D. (1986). *On my honor.* New York: Clarion.

Bayor, J. (1984). *A: My name is Alice.* Illustrated by Steven Kellogg. New York: Dial.

Benjamin, A. (1987). *Rat-a-tat, pitter pat.* Photographs by Margaret Miller. New York: Crowell.

Blake, Q. (1989). *Quinton Blake's ABC.* New York: Knoff.

Brown, M. W. (1947). *Goodnight moon.* New York: Harper and Row.

Bruna, D. (1977). *B is for Bear: An ABC by Dick Bruna.* New York: Methuen.

Cameron, P. (1961). *I can't said the ant.* New York: Coward-McCann.

Carle, E. (1974). *My very first book of shapes.* New York: Harper Collins.

Carle, E. (1971). *The very hungry caterpillar.* New York: Crowell.

Charlip, R. (1964). *Fortunately.* New York: Parents.

Cherry, L. (1988). *Who is sick today?* New York: Dutton.

Chess, V. (1979). *Alfred's alphabet walk.* New York: Greenwillow Books.

Cole, J. (1989). *101 Jump-rope rhymes.* New York: Scholastic.

Cole, J. & Calmenson, S. (1990). *Miss Mary Mac and other children's street rhymes.* Illustrated by Alan Tiegreen. New York: Scholastic.

Crew, D. (1968, 1986). *Ten black dots.* New York: Scholastic.

Christelow, E. (1989). *Five little monkeys jumping on the bed.* (Clarion Books.) New York: Houghton Mifflin.

Christelow, E. (1991). *Five little monkeys sitting in a tree.* (Clarion Books.) New York: Houghton, Mifflin.

Dabcovich, L (1982). *Sleepy bear.* New York: Dutton.

Dahl, R. (1982). *The BFG.* New York: Trumpet Club.

Eichenberg, F. (1952). *Ape in a cape.* New York: Harcourt Brace.

Emberley, B. (1967). *Drummer Hoff.* Englewood Cliffs, NJ: Prentice-Hall.

Falls, C. B. (1923). *ABC book.* New York: Doubleday.

Florian, D. (1990). *A beach day.* New York: William Morrow.

Florian, D. (1990). *City street.* New York: William Morrow.

Florian, D. (1989). *Nature walks.* New York: William Morrow.

Florian, D. (1987). *A winter day.* New York: William Morrow.

Gág, W. (1933). *The ABC bunny.* Hand-lettered by Howard Gág. New York: Coward-McCann.

Gág, W. (1929). *Millions of cats.* New York: Coward-McCann.

Galdone, P. (1968). *Henny penny.* New York: Scholastic.

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C. Word Study Lists

1. Initial Digraph Sounds (partial list*)

ch	sh	th	wh
chin	ship	thing	when
chip	shot	thank	what
chart	shop	think	which
chest	show	third	where
chase	shape	thick	whale
check	shut	thumb	white
chat	shirt	threw	why
chimp	shell	thunder	whisper

*For a complete list, including medial and final digraph sounds, see Fry et al. (1993).

2. Initial Consonant Blend Sounds (partial list*)
(br = C, as in brat = CVC)

R Family

br	cr	dr	fr	gr	pr	tr
brat	crack	draw	free	grow	price	track
bring	crock	drug	from	great	press	train
brisk	crew	drop	front	grew	prize	trade
brave	crow	drink	fry	grass	print	trick
brush	crops	drive	frame	gray	prince	tree
bread	creek	drift	fresh	green		trim
break	cried	drip	fruit	grab		trip
				grin		true

L Family

bl	cl	fl	gl	pl	sl
blue	clay	flat	glad	play	slow
blur	club	flew	globe	plant	sleep
blow	clap	floor	glow	plain	slip
black	click	flood	glove	plow	slap
blame	close	flash	glue	plus	sled
blade	cloth	flap	glass	plan	slice
blind	clean	flip	gleam	plane	slam
blink	claim			plug	slim

*For a complete list, including medial consonant blends, see Fry et al. (1993).

(continued)

2. Initial Consonant Blend Sounds (continued)

S Family

sc	sk	sm	sn	sp	st	sw
score	skin	smile	snow	sport	stop	swim
school	skill	smell	snore	space	step	sweat
scarf	skunk	small	snug	speak	stay	sweep
scar	skirt	smart	snip	speed	store	swam
scout	skip	smash	snap	spell	star	sweet
scare	skull	smack	snack	spot	study	swift
scoop	skid	smoky	snail	spin	stick	swap
	skim		sneak	spark	stone	

3. Short Vowel (CVC) Rhyming Word Families (partial list*)

(fl = C , as in flat = CVC) **Short A**

at	an	ad	ap	all
bat	can	bad	cap	ball
cat	fan	dad	lap	call
fat	man	had	map	fall
hat	pan	mad	nap	hall
mat	ran	pad	rap	mall
pat	tan	sad	tap	tall
flat	van	fad	clap	wall
brat	plan	glad	slap	small
	than			

(CVCC) **Short I**

it	in	ip	ink	ing
bit	bin	dip	ink	king
kit	fin	hip	link	sing
fit	pin	lip	mink	ring
hit	tin	nip	pink	wing
lit	win	rip	sink	bring
pit	grin	sip	wink	sting
sit	thin	flip	drink	swing
spit	chin	skip	think	thing

*For a complete list of words for sorting common word families, see Bear et al. (1995).

3. Short Vowel (CVC) Rhyming Word Families (continued)

Short O

ot	og	ock	ob	op
cot	dog	dock	cob	cop
dot	bog	lock	job	hop
got	fog	rock	rob	pop
hot	hog	sock	gob	mop
jot	jog	block	mob	top
lot	log	clock	sob	flop
shot	clog	flock	snob	drop
spot	frog	shock	glob	shop

Short E

et	en	ed	ell	eck
bet	den	bed	bell	deck
get	hen	fed	fell	neck
jet	men	led	jell	peck
let	ten	red	sell	wreck
met	pen	wed	tell	speck
pet	then	bled	well	check
wet	when	sled	shell	
vet		shed	smell	

Short U

ut	ub	ug	um	ump
but	cub	bug	bum	bump
cut	hub	dug	gum	jump
gut	rub	hug	hum	dump
hut	tub	jug	drum	hump
nut	club	mug	plum	lump
rut	grub	rug	slum	pump
shut	snub	tug	glum	stump
	stub	slug		

4. Long Vowel (CVCe, CVVC, CVCC, CVV) Word patterns (partial list*)

CVCe: (CVC<u>e</u> = <u>silent e</u>, as in mak<u>e</u>)

Long A	Long I	Long O	Long U
make	spite	home	tube
bake	write	note	fume
sake	bike	vote	dude
take	tire	hose	rude
rake	wire	smoke	prune
date	wipe	bone	cube
sale	like	globe	cute
wave	fire	rode	June

CVVC: (<u>br</u> = <u>C</u>, as in brain = CVVC)

Long A	Long E	Long O	Long U
pain	beat	loaf	juice
fail	team	coast	fruit
pail	lean	load	suit
rail	real	coal	cruise
mail	steal	moan	bruise
rain	cheap	bloat	
brain	dream	foam	
plain	sheet	cloak	

CVCC: (<u>ch</u> = <u>C</u>, as in <u>ch</u>ild = <u>C</u>VCC)

Long I	Long O
child	folk
wild	mold
mild	bold
mind	bolt
bind	host
pint	post
blind	gold
kind	scold

CVV: (<u>cl</u> = <u>C</u>, as in <u>cl</u>ay = <u>C</u>VV)

Long A	Long I	Long O	Long U
may	lie	toe	blue
way	tie	hoe	due
hay	pie	woe	true
clay	die	Joe	glue
say		foe	sue
stay			
sway			
play			

*For a more complete list of long vowel word patterns, see Bear et al. (1995).

F. Bibliography of Other Literacy Programs and Tutoring Resources

1. The America Reads Challenge

The America Reads Challenge is an initiative that calls on all Americans—parents, educators, librarians, religious leaders, university officials, college students, members of the media, community activists, business leaders, and senior citizens—to support teachers and help ensure that every American child can read well and independently by the end of the third grade. The America Reads Challenge builds on groundwork being laid by classroom teachers, librarians, and reading specialists by drawing upon the invigorating spirit of community volunteers in tutoring and mentoring. One way the America Reads Challenge operates is through Federal Work-Study expansion. To fulfill his challenge, President Clinton has proposed that 100,000 Federal Work-Study (FWS) students serve as reading tutors. To help institutions with this initiative, the Secretary of Education has waived the employer matching requirement for FWS students tutoring pre-school and elementary school children.

Other features of the Federal Work-Study portion of the America Reads Challenge:

- **Reach One Million Federal Work-Study (FWS) Participants.** In 1996, FWS funding was $617 million and went to 713,000 students. In 1997, FWS received a 35 percent increase and will reach some 945,000 students — a major step toward the President's State of the Union promise of 1 million students earning their way through college under the FWS program by the year 2000. The 1997 appropriation is the largest annual dollar increase in the history of the FWS program.
- **Opportunities in Community Service.** This increase opens up significant opportunities for participating institutions to employ more of their students in community service jobs. The Secretary encourages institutions to use a portion of their fiscal year 1997 FWS increase for community service. (Existing regulations require institutions to use at least 5 percent of their total FWS allocation for community service.)
- **America Reads Commitment.** Institutions that wish to participate in the America Reads Challenge are asked to commit a significant number of their new FWS positions for 1997-98 as reading tutors. As of August 1, more than 630 colleges and universities have joined this initiative.
- **Waiver in Matching Requirements for Reading Tutors.** Generally, the federal government provides up to 75 percent of FWS wages, while

employers contribute at least a 25 percent match. Effective for the 1997-98 award year, the Secretary has waived the matching requirement for students serving as reading tutors to preschool and elementary school children. This 100 percent federal funding of FWS reading tutors facilitates the participation of postsecondary institutions in the America Reads Challenge.

For more information, contact the America Reads Challenge at 800-USA-LEARN or visit their home page at <http://www.ed.gov/inits/americareads/>.

2. The Head Start Program

Head Start, launched as an eight-week summer program in 1965, was designed to break the cycle of poverty by providing preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional, and psychological needs. Currently run by the Administration on Children, Youth, and Families at the Department of Health and Human Services, Head Start now serves over 751,000 children and their families each year in urban and rural areas of all 50 states, the District of Columbia, and the U.S. Territories.

The Head Start program currently has four components:

- **Education**—Head Start's educational program is designed to meet each child's individual needs, with attention to the community's ethnic and cultural characteristics. Every child also receives a variety of learning experiences to foster intellectual, social, and emotional growth. Children are encouraged to express their feelings and to get along well with others. Head Start offers low child-staff ratios and gives staff members training in child development, early childhood education, and working with disabled children.

- **Health**—Head Start emphasizes the importance of early identification of health problems and arranges for every child to receive, if needed, comprehensive health care including medical, dental, mental health, and nutritional services.

- **Parent Involvement**—Parents are the most important influences on a child's development. An essential part of every Head Start program is the involvement of parents in parent education, program planning, and other operating activities. Many parents also serve as Head Start volunteers and are given preference for employment in Head Start jobs for which they are qualified.

- **Social Services**—This component represents an organized method of assisting families to assess their needs, and then providing those services that will build on each family's individual strengths. Some of these activities are community outreach, referrals, community resource information provision, emergency assistance, and crisis intervention.

For more information about volunteer opportunities, contact the Administration on Children, Youth, and Families at the Health and Human Services regional office nearest you:

CT, MA, ME, RI, VT	617-565-2482
NJ, NY, PR, VI	212-264-2974
DC, DE, MD, PA, VA, WV	215-596-1224
AR, LA, NM, OK, TX	214-767-9648
AL, FL, GA, KY, MS, NC, SC, TN	404-331-2398
IA, KS, MO, NE	816-426-5401
IL, IN, MI, MN, OH, WI	312-353-8322
CO, MT, ND, SD, UT, WY	303-844-3106
AZ, CA, HI, NV, Pacific Insular Areas	415-556-7408
AK, ID, OR, WA	206-615-2557

3. The Even Start Program

The purpose of Even Start is to help break the cycle of poverty and illiteracy by improving the educational opportunities of the nation's low-income families through the integration of early childhood education, adult literacy (including adult basic education or English as a second language), and parenting education into a unified family literacy program. Even Start is implemented through cooperative projects that build on existing community resources to create a new range of services designed to help families become full partners in the education of young children.

While smaller than Head Start, Even Start greatly appreciates student volunteers. For more information on Even Start family literacy programs in your area, get in touch with your state department of education or contact Patricia McKee at the U.S. Department of Education. She can be reached at 202-260-0991.

4. Other Literacy Organizations and Programs

- **Book Buddies**

Book Buddies is a reading tutorial program aimed at training volunteer students and community members to tutor emergent and early readers. The

program provides one-on-one interventions for children at risk of reading failure. This field-tested, highly successful, and comprehensive tutorial originated in Charlottesville, Virginia, as a collaborative project between professors at the McGuffey Reading Center of the University of Virginia and local school personnel. It has received local, state, and national recognition.

For more information: The Book Buddies program is portrayed in *Book Buddies: Guidelines for Volunteer Tutors of Emergent and Early Readers*, by Francine Johnson, Marcia Invernizzi, and Connie Juel, and two companion videos by Marsha Invernizzi and Connie Juel (1998). Both resources are available from Guilford Publications, Inc. Dept. 6T, 72 Spring Street, New York, NY 10012.

- **First Book**

First Book, a nationwide nonprofit organization, gives disadvantaged children the opportunity to read and own their first new book. First Book works with existing community-based family-literacy, tutoring, and mentor programs to distribute new books to children who are at risk of failing at school or developing inadequate literacy skills. First Book targets children and families who, for economic or other reasons, have little or no access to books outside school. Through its book distributions, it encourages children to develop the self-confidence that owning a book can bring.

For more information: Bradley R. Pine, Executive Director, First Book, 1133 Connecticut Avenue, NW, Washington, DC 20036; 202-393-1222

- **Harvard Emerging Literacy Project (HELP)**

HELP started with a few students' promises to read with a group of preschoolers once a month and currently places weekly and biweekly reading volunteers in every Head Start Classroom in Cambridge, MA. Still very much of a grassroots effort, volunteers tailor individual arrangements to suit the needs of their partner-teachers and their classrooms. Emerging literacy, English as a second language, and confidence building are nurtured during one-on-one reading times and activities. All volunteers also attend weekly reflection sessions to discuss their experiences and are encouraged to participate in supervised preschool and family/community gatherings.

For more information: Chandler Arnold, Founder, Harvard Emerging Literacy Project, Harvard University, University Hall Room 4, Cambridge, MA 02138

- **The Howard Street Tutoring Program**

This after-school tutoring program in Chicago is described through three case studies of children who span the nonreader through the third-grade-level reader. Taken separately, the three cases show how various

teaching strategies and materials relate to a child at a given stage of reading development. Taken together, the cases demonstrate how a beginning reader changes over time, and how teaching strategies must change to meet the developmental needs of individual children. Details of the program, including organization, instruction, supervision, and evaluation, are presented in, *Case Studies in Teaching Beginning Readers: The Howard Street Tutoring Manual*, by Darrell Morris (1992), published by Fieldstream Publications.

For more information: Darrell Morris, Appalachian State University, Boone, NC, 28607, or Fieldstream Publications, Route 7, Box 916, Boone, NC 28607; 704-265-1717

- **Jumpstart**

Jumpstart, founded in 1993 by students at Yale University, brings together Americorps members and college volunteers to work one-on-one with the same preschool child over a two-year period. **Jumpstart** operates in Head Start and child-care programs in low-income communities in Boston, New Haven, New York, and Washington, DC. Volunteers serve two hours, two afternoons a week and full-time in the summer. Families are also involved in classroom activities and are encouraged to create home literacy environments.

For more information: Aaron Lieberman, Founder, 93 Summer Street, Boston, MA 02110; 617-542-JUMP; http://www.jstart.org

- **National Literacy Hotline**

This bilingual hotline is the only toll-free nationwide literacy information and referral service in the United States. It strives to link people, one-by-one, to literacy programs in their own communities. To provide these referrals, a database of over 10,000 literacy programs across the United States is updated continually. The hotline/information clearinghouse also provides free brochures and fact sheets on literacy topics ranging from individual children's learning to international literacy programs.

For more **information:** 800-223-8813

- **Reading Is Fundamental, Inc.**

Reading Is Fundamental (RIF) is the nation's oldest and largest non-profit children's literacy organization that has worked with local groups since 1966. RIF motivates youngsters to want to read by letting them choose and keep books they like and by showing them that reading is fun and important. The program works effectively for youngsters of any age (including children in preschools, Head Start settings, and child care centers) and is designed to suit the needs of children from all backgrounds.

RIF's national network provides technical assistance, book discounts, and information.

For more information: Reading Is Fundamental, Inc., Programs Division, 600 Maryland Avenue, SW, Suite 600, Washington, DC 20024-2569; 202-287-3220

5. Print Resources

- **Family Connections**

  Type: Learning guides

  Focus: Involving families in young children's education

  Published by: AEL, Inc.

  Family Connections is a set of learning guides developed to help families get involved in their young children's education. The guides are colorful and full of activities for parents and children to do together that suit the children's stage of development. Two volumes—each containing 30 different four-page issues—are available. *Family Connections 1* is suitable for preschool children. It is also available in Spanish. *Family Connections* 2 is for kindergarten children. This research-based, highly successful program is widely used in 46 states, including Alaska and Hawaii. It is a "family sensitive" program that involves adult family members in helping young children develop the skills they need to be successful in school. The program is used with families of at-risk four-year olds, Title I students, and kindergarten and early-primary children.

  For more information: Robert Childers, AEL, Inc., P. O. Box 1348, Charleston, WV 25325-1348; 800-624-9120.

- **Grassroots Success! Preparing Families and Schools for Each Other**

  Type: Booklet

  Focus: Community involvement

  Authors: Valora Washington, Valorie Johnson, Janet Brown McCracken

  Published by: W. K. Kellog Foundation and the National Association for the Education of Young Children

  Date: 1995

  Contains compelling evidence of grassroots success in preparing schools and families for each other — gleaned from the achievements of the 20 diverse W. K. Kellog Foundation School Readiness Initiatives. Focuses on ways in which grassroots community groups can work with schools and families to improve children's health, nutrition, family and community stability, cultural competence, self-esteem, and quality of early learning experiences.

  For more information: National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036-1426

- **Helping Your Child Learn to Read: Activities for Children Birth-10**
  Type: Booklet
  Focus: Family literacy
  Author: Bernice Cullinan and Brod Bagert
  Published by: U.S. Department of Education/OERI
  Date: 1993

  One in a series of books on education topics designed for family use. A fun book, this one provides a short rundown on facts, but the biggest part is made up of activities children and families can do together.

  For more information: U. S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202; 800-USA-LEARN; <http://www.ed.gov/pubs/index.html>

- **Learning To Read, Reading To Learn: Helping Children with Learning Disabilities to Succeed**
  Type: Information Kit
  Focus: Children with special needs
  Published by: U.S. Department of Education
  Date: 1996

  Learning To Read, Reading To Learn offers a number of good resources for individuals working with children with special needs including sections offering tips for families, teachers, and principals. The 1996-97 resource guide might be particularly useful for students working with early childhood groups.

  For more information: Contact the Department of Education's Office of Special Education Programs, 202-205-5465

- **Ready to Read: Preschool Program Manual**
  Type: Manual explaining how to implement the Ready to Read incentive-based read-a-thon.
  Focus: Family literacy and early preschool reading
  Published by: Department of Education F.I.R.S.T.
  Project Date: 1994

  This manual offers information for preschool caregivers interested in taking part in the Ready to Read reading program. Packet contains extensive information on all aspects of the program including directions, record keeping, bulletin boards, awards, parent letters, and success strategies.

  For more information: Solano Beach School District, 309 North Rios Avenue, Solano Beach, CA 92075; 619-755-6319

- **Ready, Set, Read for Caregivers**
  Type: Booklet
  Focus: Language, Emergent Literacy

Published by: Corporation for National Service, U.S. Department of Education, U.S. Department of Health and Human Services

Author: Derry Koralek

Booklet is filled with activities and ideas caregivers can use every day to help young children learn about language. Caregivers are given suggestions as to how they can work with families to support and build on the language skills children learn at home. Activities are presented for four age groups: young babies, crawlers and walkers, toddlers, and preschoolers.

For more information: This and many other publications are available on the Department of Education's Web site at <http://www.ed.gov>.

- **Ready, Set, Read for Families**

  Type: Booklet

  Focus: Language, Emergent Literacy

  Published by: Corporation for National Service, U.S. Department of Education, U.S. Department of Health and Human Services

  Author: Derry Koralek

  Booklet is filled with activities and ideas families can use every day to help young children learn about language. Families are given suggestions as to how they can work with caregivers to support and build on the language skills children learn at home. Activities are presented for four age groups: young babies, crawlers and walkers, toddlers, and preschoolers.

  For more information: This and many other publications are available on the Department of Education's Web site at <http://www.ed.gov>.

- **Read Write Now: Just Add Kids**

  Type: Resource Directory

  Focus: Children and Family Literacy

  Published by: U.S. Department of Education

  Date: 1996

  Just Add Kids is an excellent resource directory of learning partners, reading sites, and other literacy services for families and communities that want to help children improve their reading and writing skills through Read Write Now and other literacy efforts. Also provides the names of national organizations that have volunteer learning partners at the local level, suggests potential sites for tutoring, and provides information on national literacy organizations.

  For more information: 800-USA-LEARN

- **Rethinking the Brain: New Insights into Early Development**

  Type: Book

  Focus: Early Development and Learning

  Author: Rima Shore

Published by: Families and Work Institute

Date: 1997

Rethinking the Brain, and the conference that inspired it, presents an overview of neuroscientists' recent findings about the brain and suggests how these insights can guide and support our nation's efforts to promote the healthy development of young children. An excellent and thorough document in common-sense language. Executive summary also available.

For more information: Families and Work Institute, 330 Seventh Avenue, New York, NY 10001; 212-465-2044

6. Internet Resources

A number of early childhood education discussion groups (called listservs) are available on the Internet. You can join a free listserv by subscribing. To subscribe, send an e-mail message to listserv*@address*. Leave the subject line blank. In the body of the message, write: subscribe *listservname yourfirstname yourlastname* or subscribe *listservname youremailaddress*. For early childhood information, consider subscribing to one of these listservs:

- ECENET-L@vmd:cso.uiuc.edu (early childhood education)
- EDNET@nic.umass.edu (internet use in education)
- EDPOLYAN@asuvm.inre.asu.edu (education policy)

A number of Web sites are designed for individuals interested in early childhood issues; several are listed below (URLs verified July 1998).

- America Reads Challenge
  http://www.ed.gov/inits/americareads/
- Children's Defense Fund
  http://www.childrensdefense.org
- Children's Literature Web Guide
  http://www.acs.ucalgary.ca/~dkbrown/
- Early Childhood Education On Line
  http://www.ume.maine.edu/~cofed/eceol/
- Early Childhood Education
  http://ericeece.org/
- The Keeping Kids Reading Page
  http://www.tiac.net/users/maryl/
- Reading, English, and Communication
  http://www.indiana.edu/~eric_rec/

- National Institute on Early Childhood Development and Education
  http://www.ed.gov/offices/OERI/ECI/
- National Association for the Education of Young Children
  http://www.naeyc.org/text
- U.S. Department of Education
  http://www.ed.gov

Finally, if you need information about an education topic and are unable to find it on the Internet, you can send an electronic e-mail message, containing your request for information and describing the topic you are interested in, to <askeric@ericir.syr.edu>.

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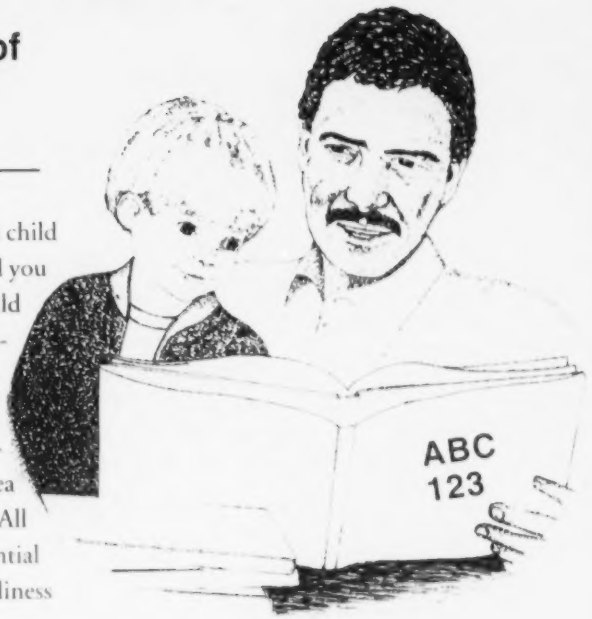
Read to the Child

To teach the purpose and function of print and to encourage interest in reading



One of the most effective things a tutor can do to help a child learn to read is to read to that child. When you read to a child you model enthusiasm for reading, establish a positive bond, build self-confidence, and provide opportunities for the child to acquire important information about "how books work." For example, while being read to, the child learns the nature of "book talk," the concept of story, left-to-right and top-to-bottom movement, knowledge of word boundaries, and the idea that books are sources of entertainment and information. All children benefit from being read to, but the practice is essential to help the emergent reader acquire important reading readiness skills.

Tips for Tutors

1. As you read, allow the child to "look along" with you. You may even "finger-point" to the words as you read them.
2. Select books of interest to the child. The student's interests will become evident once you get to know him or her.
3. It is a good idea to read to the child at the beginning of each tutoring session for about 5 minutes.
4. Don't be surprised if the child asks you to read some books over and over again. When children request "repeat" readings they show their growing interest in print.

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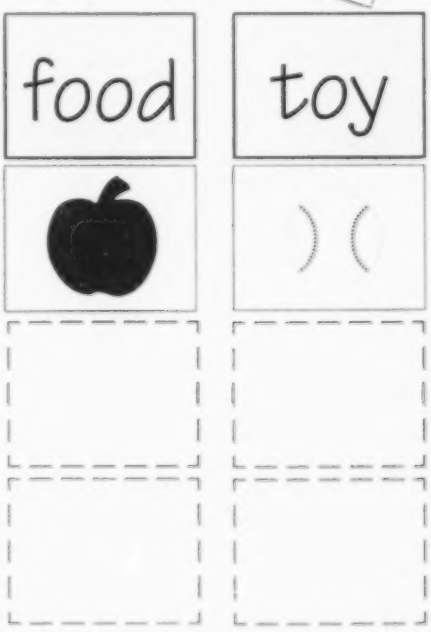
Activity 2

Comprehension
Word Study

Concept (Picture) Sorts

To build a foundation for learning letters of the alphabet and their corresponding sounds



- Tutor shows child 12 index cards, each containing a single picture or sketch, 6 of which depict concept "A" (foods), and 6 of which depict concept "B" (toys)
- Tutor writes "food" on a separate index card and "toy" on another, saying each word as it is written
- Tutor places the "food" and "toy" cards side-by-side
- Tutor illustrates how to sort the picture cards under their correct concept headings by looking at a food picture, saying its name, and placing it under the word "food"
- Tutor repeats the above with a toy picture
- Child places (sorts) the remaining 10 picture cards in their appropriate columns, after looking at each picture and saying its name
- Using the same cards, repeat the activity until the child is able to perform the task accurately and quickly
- After all picture cards have been properly placed, the tutor prints the name of each object on its card directly under the picture, and underlines the beginning letter while saying its sound (ball, apple, etc.)
- Create several different concept sorts, and eventually increase the level of difficulty by having the child sort across three or four concepts

Tips for Tutors

1. It is best to conduct frequent, but brief, sorting activities.
2. Always use pictures of objects the child will be able to recognize.
3. Printing the names of each picture on the cards and underlining the beginning letter of each word should be done during the tutoring session to allow the child to see (and learn) letter-sound correspondence.

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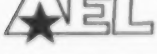

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Making an Alphabet Book

To learn the letters of the alphabet and their corresponding sounds

A simple yet very effective activity to teach a child the letters of the alphabet and their corresponding sounds is to help them make a personalized "alphabet book." The alphabet book is made by joining sheets of paper, one for each letter of the alphabet. Each sheet of paper should contain a letter written in both its upper- and lower-case forms, followed by a picture of an object whose beginning sound corresponds to that letter. The child may "read" the alphabet book during subsequent tutoring sessions.

- Tutor writes (lightly in pencil) the upper- and lower-case forms of a particular letter on that letter's page of the alphabet book as the child watches and "sounds" the letter; the child then traces (in crayon) the tutor's writing
- Child draws (or tapes, or glues) a picture of an object whose beginning letter's sound corresponds to the alphabet letter just traced
- Tutor prints and sounds out the name of the drawn object, giving particular attention to the beginning letter and its corresponding sound
- Tutor invites the child to draw (or select from a magazine) additional pictures of objects whose beginning sounds correspond to the sound of the letter just learned
- Tutor and child turn the pages of the alphabet book as the child names each letter, says its sound, and says the word written under the picture on each page
- This process is continued during subsequent tutoring sessions until the child has nearly mastered recognition of the letters of the alphabet and their corresponding sounds

Tips for Tutors

1. It is not necessary to learn the letters of the alphabet in sequence. For example, if the child already knows some letters when you begin the alphabet book activity, reinforce this knowledge by placing them in the book before learning new letters. You should, however, leave space to include the remaining letters as they are learned so that upon completion of the book, all letters appear in their proper A–B–C order.
2. Once the child knows most of the letters of the alphabet and their sounds, print (in lowercase) a short sentence about each alphabet object ("Here is a big apple"). The alphabet serves as an excellent beginning reading text. The child will enjoy riding piggyback on your finger as the words in each sentence are pointed to and read during future tutoring sessions.
3. When writing letters, words, or sentences during tutoring sessions, use manuscript/block printing. Manuscript printing approximates the print used in most books and, therefore, makes it easier for children to learn to recognize letters. Once children have a firm knowledge of the alphabet, they enjoy experimenting with the different ways letters may be formed. See Section 4 for an illustration of standard manuscript letter formation.

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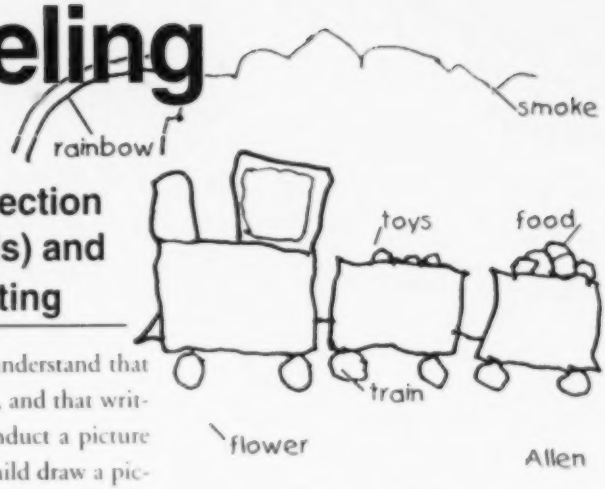
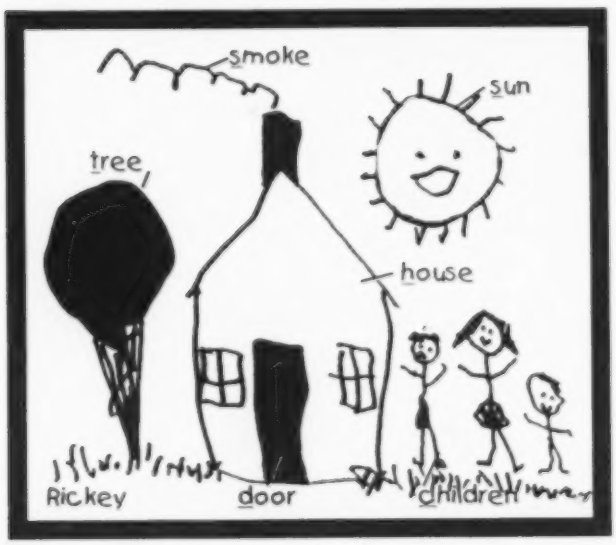
Picture Labeling



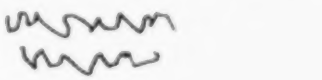
To help children learn the connection between print (letters and words) and meaning, and to encourage writing

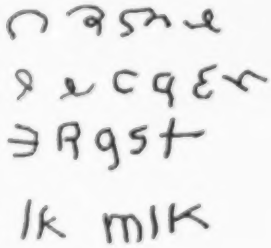
An effective way to help the emergent reader understand that letters make up words, that words contain meanings, and that writing is a way of expressing those meanings, is to conduct a picture labeling activity. To conduct this activity, have the child draw a picture. When he is finished, ask him to tell about the picture. As he tells you about the drawing, label its contents, making sure that he watches you write the words.

- Label the objects in the drawing, say each word as it is written, underline the beginning letter of each word, and have the child repeat the word after you.



Picture labeling may also stimulate your student to talk in-depth about the objects in the drawing. Welcome this dialogue! You may even ask some probing questions about the picture, such as, "What are the children playing?" or "Where is the train going?" You may then use these student-generated ideas to write simple stories or sentences. When student-generated ideas are used to model writing, the connection between print and meaning is reinforced, and you stimulate interest in writing!





Tips for Tutors

1. Treat the child's drawings with pride and respect! Praise good work and ask permission to write on/label the drawings.
2. Keep the child's drawings, along with any writings that were generated from the labeling activity, in a special portfolio.
3. Assist the child in making a personalized writing portfolio. Three-ring binders or pocketed notebooks are excellent for this activity. Invite the child to decorate the portfolio—to make it special, to make it his or her own.

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Alphabet Eggs

To learn to recognize the upper- and lower-case forms of letters of the alphabet

- Tutor presents 20 "egg halves," each containing either an upper- or lower-case form of 10 letters of the alphabet
- Child combines the corresponding halves for each letter of the alphabet
- If the child confuses some letters, use the "dry erase board" to point out their similarities and differences; some letters (m/n, p/q/g, d/b, N/Z, i/I) are particularly confusing to many children
- Repeat this process, introducing the remaining letters of the alphabet in various combinations (10 at a time) until mastered
- This skill may be reinforced by having the child "hunt" for newly learned letters as they appear in favorite books

Tips for Tutors

1. After the child learns to recognize upper- and lower-case letters and to associate these letters with their corresponding sounds, extend the "egg match" activity to include picture/word matches. This activity allows the child to build upon letter-sound knowledge to learn that words are combinations of letters and sounds.

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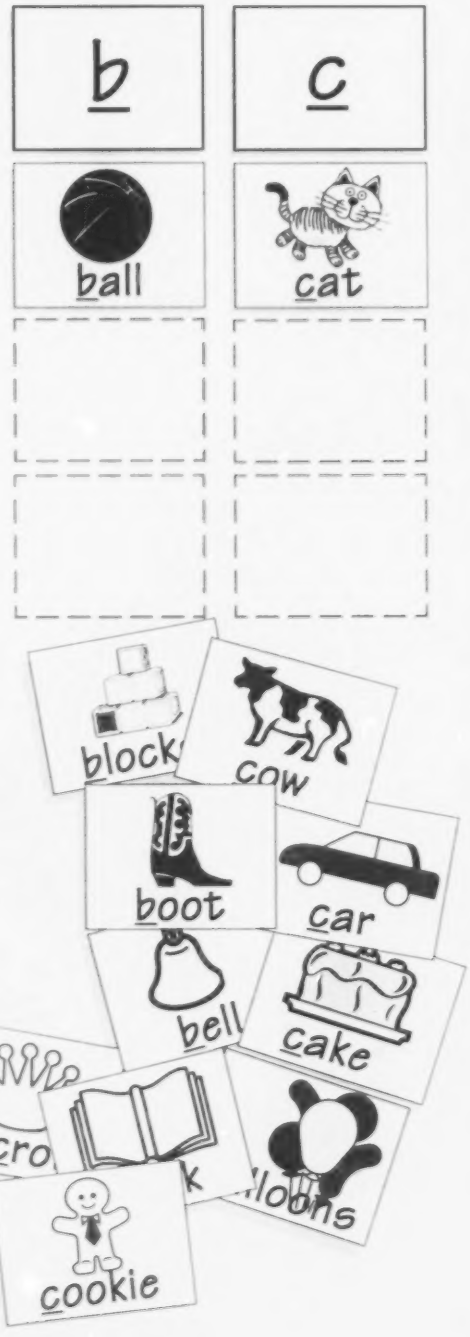
Initial Consonant (Picture) Word Sort

To learn letters and sounds of the alphabet

This activity (which is similar to the concept sort in Activity 2), directs the child to sort pictures according to the initial consonant sound they hear as they "read" each picture.

Prepare 12 index cards, 6 of which contain pictures of objects beginning with the letter "b" and 6 of which contain pictures beginning with the letter "c." On each picture card, print the name of the object, then underline its beginning consonant letter (ball).

- Show a sampling of "b" and "c" pictures to the child, saying the name of each object and pointing out its beginning consonant letter sound
- As the child watches, write (and say) "Bb" at the top of one index card and "Cc" at the top of another; use these cards as column headings under which the child can place the picture cards as he or she sorts them according to their initial sounds
- Illustrate how to sort the picture cards according to their *beginning sounds* by showing a "b" picture, saying its name, and placing it in the "Bb" column, and repeating this demonstration with a "c" picture
- Shuffle the 12 picture cards and have the child sort them by taking one card at a time, looking at it, saying its name ("ball") and placing it in its appropriate column
- Repeat the sorting process until all 12 cards are sorted quickly and accurately, then introduce 6 additional cards to the deck containing pictures beginning with a *new* consonant ("g" for example); create a third ("Gg") column, and have the child sort the 18 cards across the 3 columns until the task is done quickly and accurately



- Repeat the above process of sorting 18 picture cards of three different beginning sounds until the complete alphabet has been mastered
- After initial consonant sorts have been mastered, introduce pictures of consonant *blends* (or digraphs), which are two consonant letters that combine to make *one* sound (tr, cl, dr, sm, ch, sh, th, wh), as in the words train, clock, dress, smoke, chin, show, thumb, and white. You may want to "mix & sort" combinations of consonants and their corresponding blends (cow/clock) to expand the child's understanding of letters and sounds. (For a list of initial consonant blend words, see Section 4.)
- To reinforce this activity, have the child conduct "word hunts" by looking for words in books that begin with the same initial consonants or digraphs they are sorting

Tips for Tutors

1. Remember, when conducting "sorts," always aim for speed and accuracy. The student should be able to complete sorting tasks "automatically."
2. Use only pictures of objects familiar to the child.
3. Some letters/sounds will be learned easily, while others may prove to be more difficult. When organizing sorts, it is best to combine a difficult letter/sound with two easy ones.
4. To obtain pictures to use in picture sorts, consult the child's classroom teacher, the school reading specialist, or the media resource teacher. Most primary grade teachers and school personnel have access to materials containing pictures appropriate for picture sorts. Some teachers make their own picture cards by cutting pictures out of commercial catalogues and gluing them to index cards.

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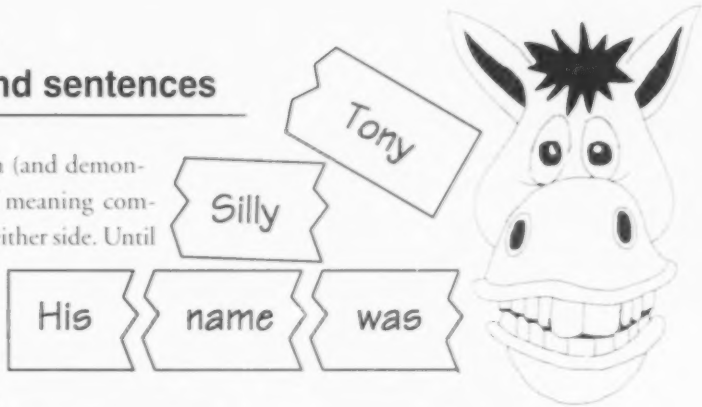
Concept of Word in Print: Making "Voice-to-Print Match"

Teaching the relationship between letters, words, and sentences



This activity enables children to learn (and demonstrate knowledge) that words are units of meaning composed of letters separated by white space on either side. Until children are able to perform this task successfully, they will not succeed as beginning readers (Morris, 1983).

- Tutor teaches a rhyming jingle, such as "I saw a purple pony; his name was Silly Tony. He wanted to fly like a bumblebee, and sit like a bird in an apple tree," by repeatedly saying the jingle while pointing to simple pictures showing (1) a purple pony, (2) looking silly, (3) a flying pony, and (4) sitting in an apple tree
- Child memorizes the jingle, and is able to repeat it word-for-word
- Tutor says the jingle while finger-pointing and pausing briefly on each word
- Tutor guides the child in finger-pointing as they say the jingle together
- Continue until the child is able to finger-point accurately without assistance from the tutor
- Once finger-pointing has been mastered, write each line of the jingle on a separate strip of paper, shuffle the strips, and encourage the child to use alphabet knowledge to put the strips in sequence
- Once the child is able to sequence the jingle, cut each strip into individual "word cards" (each card having one word), shuffle the words, and ask the child to attempt to say each word, directing him to focus on the beginning letter and corresponding sound

I saw a purple pony

His name was Silly Tony

He liked to fly like a bumblebee

And sit like a bird in an apple tree

Tips for Tutors

1. Any simple jingle or rhyme may be used in this activity. A "silly" jingle is used to stimulate interest.

2. When some children point to the words as they recite the jingle, they fail to pause once for each word; instead, they point to a single letter for each spoken word, or they slide a finger across the line of print as they speak the words. These behaviors indicate that the child does not have a sound concept of printed words. However, his attempts to self-correct are an indication that he has nearly learned this skill.

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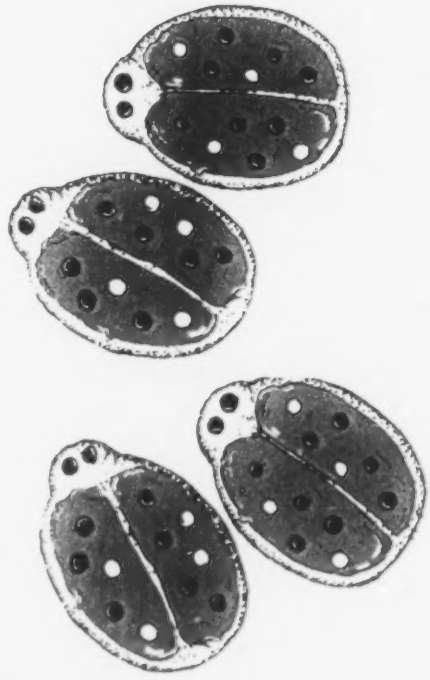
Activity 8

Writing
Reading

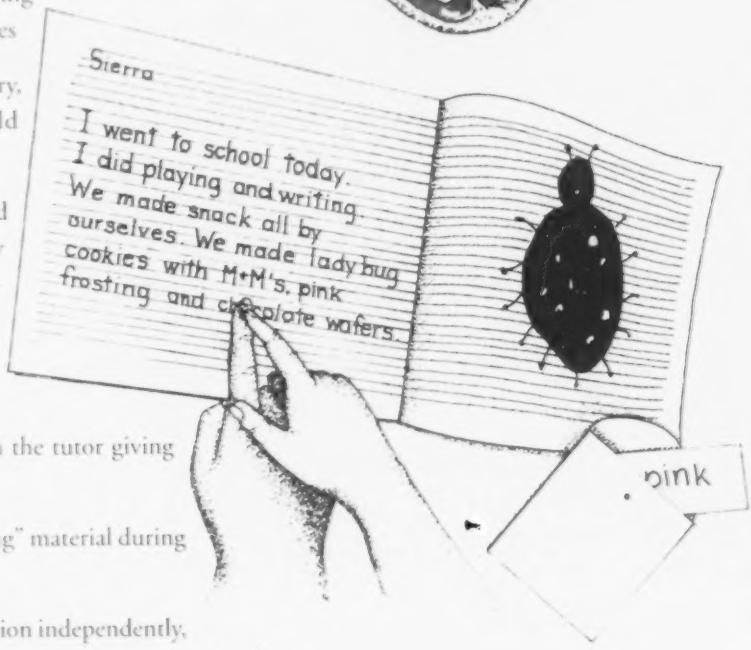
Story Dictation

To develop writing and word recognition skills, and to experience reading



This activity is an excellent way to integrate a child's language and background experience in learning to read and write. As children see their ideas and spoken language being written down, they observe firsthand the relationship between spoken and written language and "how print works." When the tutor "reads back" to children their dictated stories, they experience an important function of language. Their awareness of print increases as the tutor involves them in reading the story dictation. (Stauffer, 1969, 1980; Henderson, 1981)

- Tutor establish a dialogue with the child to generate an experience (or story)
- Child dictates the experience (or story) to the tutor
- Tutor writes down the experience, saying each word as it is printed; child watches
- When finished, tutor reads entire story, pointing to each word as the child watches
- Tutor guides the child's finger from word to word as, together, they read the story in echo fashion; continue (during subsequent tutoring sessions if necessary) until the child is able to read the dictation independently
- Child reads story independently, with the tutor giving help with difficult words
- Story dictations become "repeat reading" material during subsequent tutoring sessions
- Once the child is able to read the dictation independently, recopy the dictation, placing each sentence on a separate strip of paper; shuffle the strips, and have the child place them in their proper sequence and read them aloud



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- Cut the words out of each sentence strip, shuffle them, turn them face down, have the child select each card one-at-a-time, turn it over, and read it aloud
- Cards that the child reads correctly are placed in a "word bank"
- Cards are "withdrawn" at random during subsequent tutoring sessions and presented to the child to pronounce; if the word is known, it remains in the bank; if the child is unable to read the word "on sight" it is placed in a "reserve" box/envelope for future study

Tips for Tutors

1. If the child speaks a dialect or uses improper grammar when dictating a story, should you write down exactly what she says, or should you write her dictation in standard English grammar? There are mixed opinions about this issue. Some think it is important to write down the words exactly as they are dictated, and others suggest changing the dictation so that it appears in standard grammar. Consult the child's teacher for direction. The most important consideration here is that the two of you do the same thing so that the child is not confused.

2. Have the child draw a picture illustrating a key element of the dictation. This exercise helps to develop thinking and comprehension skills.

3. Any word that the child is able to read independently should be placed in the "word bank." Word bank words may be harvested from a variety of sources, including story dictations, books, environmental print (stop, pizza, and exit signs, for example). Prepare the bank (a recipe box works well) with alphabet dividers so that the child can "deposit" words according to their beginning letters. The goal in keeping a word bank is to acquire a sight vocabulary of at least 200 words. Once this goal has been achieved, the child is a "beginning reader," capable of reading short, simple stories! (Don't be surprised if the child wants to continue adding to her word bank after she reaches the 200 mark; children like to watch their banks "grow!" A sturdy shoe box functions ideally as an expanded word bank.)

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Echo Reading

Providing support to the beginning reader

Because the beginning reader is still learning to read, he cannot be expected to read without considerable ***help***. The early *beginning* reader needs to frequent opportunities to read text that is *easy to read*. If he is given material to read that he cannot read successfully, the beginning reader will become discouraged, stop reading, and fail to develop the skills required to read independently. One of the best ways to give the beginning reader the support he needs to read successfully is to *echo read* with him. To echo read with a child, read ***a few words at a time*** while pointing to the words as you say them; then have the child immediately *echo* the words while also pointing to them. Echo reading works best while reading a "predictable" book (one that has a predictable story plot, and uses simple language over and over).

- Tutor and child examine book title and pictures; anticipate story
- Tutor reads short phrase (3-4 words), while pointing to each word
- Child repeats the phrase, while pointing to each word

Tips for Tutors

1. For a list of predictable/pattern books, see Section 4.
2. It is appropriate to interrupt reading to draw attention to particular words or word parts (such as "ed" or "ing" endings) when the child reads carelessly or fails to apply previously learned skills.
3. It is important for all beginning readers to pay attention to "print clues" (the beginnings and endings of words, punctuation, etc.), but this is especially true for students in Grade 3 and above. Classroom assignments in these his/her grades typically demand that students exercise reading skills that are much more sophisticated than those expected of children in the earlier grades. When these students fail to read accurately, they significantly reduce their capacity to demonstrate reading competence in the classroom.
4. Some children want to select books that are too difficult for them to read. Students (particularly those above Grade 2) who are having difficulty learning to read, and who observe their peers reading in advanced books, may be particularly eager to select reading material that is too difficult. At all costs, convince the child of the importance of selecting appropriate reading material. If you are tutoring an older child, try to conduct the tutoring session in a non-public location. This may help the self-conscious child to more readily participate in tutoring activities.

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Choral Reading

Providing support to the beginning reader

Choral reading is an extension of echo reading. During choral reading, the tutor and the child read the words simultaneously. As with echo reading, choral reading takes place while reading predictable/pattern books. Use choral reading when the child is able to recognize most of the words in the text, but is unsure about several others. When the tutor and child read together, the tutor provides the support the child needs to *PRACTICE reading successfully*. During choral reading the tutor "decreases volume" when the child is reading easily, and "increases volume" when the child encounters difficulty. Eventually, the tutor's role during choral reading becomes minimal.

- Follow the same procedures as in echo reading
- Tutor and child read together as one voice, while POINTING to the words
- Tutor begins to "fade away" as the child gives evidence of being able to sound the words independently

Tips for Tutors

1. Giving support to a child during choral reading is similar to giving support to a child who is learning to ride a bicycle. It is necessary for the child to practice riding successfully to become competent, and the helpful tutor walking alongside helping to maintain balance enables that successful practice. So too, does the reading tutor offer support during reading practice, knowing when to "let go" and when to "grab hold again!"

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Reading Independently With Help

To develop reading independence and fluency

Children learn to read by reading, but they don't necessarily learn to read *better* by reading *more!*

Beginning readers develop fluency by reading at an "easy-to-read" level. This means that they should be able to read the books they select with approximately 95 percent accuracy *without* assistance. When given help with the remaining 5 percent, they are able to read with near-perfect accuracy. When beginning readers read at this level, and with this assistance, they will continue reading, and advance in reading fluency.

- Have the child read to you often at an easy-to-read level
- When the child encounters a difficult word, offer assistance by either telling the child how to pronounce the word, or by helping the child to use existing word knowledge to pronounce the word
- Write difficult words on separate index cards; place these words aside to be studied later

Tips for Tutors

1. To determine whether a child will be able to read a selected book with 95 percent accuracy, have the student read a section of the text aloud to you. If he or she is unable to pronounce more than 5 words per 100, the book is probably too difficult.
2. Cards containing "difficult-to-read" words may be reexamined during later tutoring sessions and placed in a word bank of learned words. Review these words frequently.

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Activity 12

Writing

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Writing

name

Some days before spot was my pet he cam
e ovr to my hous to play and
we playd fetch and then it would
be time for lunch or supper.
THE END
Guy

To encourage language use and understanding of the writing system

When children write, they demonstrate and expand their knowledge of print. The more children write, the better they become at "figuring out" the writing system. So, children should be encouraged to write frequently in order to develop writing competence. Children benefit from writing in other ways too. For example, when children *write stories*, they become aware of "story elements" (what happened? where? by whom? what was the problem? how was it resolved?), and learn to apply improved comprehension skills when they *read*.

Beginning readers are also beginning writers; their writing reflects their early knowledge of words and "how print works." The purpose of writing for the beginning reader is not to produce perfectly written text, but to *use language* to express meaning and to *figure out* the writing system, both of which are fundamental to developing writing competence. If you "red pen" the child's writing, you discourage him from writing! Correct writing will come later. Remember, "first things first!"

- Initiate dialogue; get the child to talk about a topic of interest or a past experience
- Ask the child to write a few sentences about that topic or experience
- Tell the child that you don't expect his writing and spelling to be perfect, but ask him to write *as best he can*
- You may need to write the first few words to prompt the child to begin writing

NL I KN SWM
ANDR WDR
Ashlyn

My estr AGa
Ashlyn

Tips for Tutors

1. Some children find it difficult to begin writing. These children often comment (with a shrug of the shoulder), "I don't know what to say." To encourage the child to write, begin by prompting a discussion about one of his favorite topics. As he talks, listen for an idea that could be used as a story starter. Another good way to encourage children to write is for *you* to tell a story. If you know your student likes to swim, tell a swimming story of your own. It is very likely that your story will prompt several ideas for the child to talk (and write) about.
2. Even after generating some interesting ideas to write about, the child may be hesitant to begin writing. If this happens, suggest how the story might begin, and ask the child if he agrees. When he nods approval, begin writing the first three or four words down on paper, then invite him to continue. Chances are, you will have succeeded in getting the child to begin writing.
3. Getting the child to write his first story is almost always a challenge. During subsequent tutoring sessions, however, the child will write more willingly. As he gains confidence in his writing ability, don't be surprised if he begins writing on his own.
4. Check with the child's classroom teacher about the type of paper you should have the child use during writing activities. If the child is accustomed to using "primary paper," continue that practice.

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Directed Listening-Thinking Activity (DL-TA) and Directed Reading-Thinking Activity (DR-TA)

To teach thinking "as-you-read (listen)" skills

Children must learn to think as they read; they need to learn how to process and use the information they encounter while reading. Children learn these skills over time; in fact, they begin to learn them before they know how to read, and they continue to learn them once they begin reading.

Emergent readers often learn these important thinking skills when they are *directed* to *listen* and *think* as stories are read to them (DL-TA). Once children know how to read, they continue to learn these skills by being *directed* to *think* as they *read* (DR-TA). (Stauffer, 1969, 1980)

The DR(L)-TA is a strategy that allows children to use their background knowledge and experience while reading to make a series of predictions about what will happen in the story. As the child reads, he looks for information that either proves or disproves his prediction. As the child reads a-section-at-a-time, the teacher directs him to use information gained from the previous section (including picture clues) to make additional predictions. An important part of the DR(L)-TA strategy is that the child is required to "prove" his predictions (right or wrong) with evidence from the text.

- Select a book the child has not previously read (or heard)
- Criteria for book selection: (a) age-appropriate, (b) contains a narrative (tells a story, has a plot), (c) can be read from start to finish in 10-15 minutes

- Introduce the book: examine the title and cover picture, and have the child guess what the book may be about
- Read the first segment of the book (being brief, but reading until story development begins to emerge), then stop reading
- Discuss accuracy of predictions, supported by what was read
- Discuss "clues" gained from the first reading and, based on these clues, have the child make another prediction
- Continue reading in the next segment of the book and repeat the process

Tips for Tutors

1. All children can benefit from this activity, including children who are reading well. Many children are able to "word call" (pronounce words) with fluency, but they fail to comprehend what they read.
2. If the child will be reading during this activity (DR-TA), make sure that the book you select for him to read is not too difficult. You should also instruct him to point to any difficult words he may encounter while reading, and that you will pronounce the word for him. (By doing this, you allow the child to focus on "thinking" during reading.)

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Activity 14

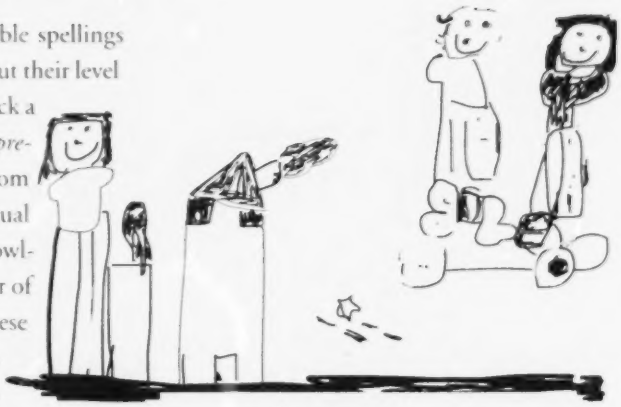
Writing
Word Study

Writing and Spelling

To develop writing competence and spelling

My cstrz and me or ridin Biks.

Children produce some interesting yet predictable spellings when they write, providing important information about their level of word knowledge. Typically, emergent readers who lack a firm understanding of letter-sound correspondence *pretend* to spell by making a variety of marks ranging from scribbles and wavy lines to letter-like shapes and actual letters. Beginning readers spell by applying their knowledge of letter-sound correspondence to produce a letter of the alphabet for each sound they hear in a word. These children produce letter-name invented spellings ranging from a single letter ("m" for *milk*), to writing a letter of the alphabet (or blend) to correspond to each sound they hear ("mlk"for *milk*, or "chr" for *chair*), to experimenting with vowels (as in "uckel" for *uncle*, or "sinak" for *snake*).



- Encourage the child to write often; include writing opportunities as a regular part of your lessons
- Examine the child's (invented) spelling for information about his word knowledge
    1. Does he spell by writing a single letter of the alphabet that makes or names the same sound he hears at the beginning of the word?
    2. Does he spell by combining letters of the alphabet that make or name the sounds he hears at the beginning, middle (perhaps), and end of the word?
    3. Does he attempt to use vowels in his spelling?
- Use information gained from the child's spelling to organize word study activities

Tips for Tutors

1. Point out that the primary purpose for writing is to communicate meaning (experiences, ideas, feelings, information) to others.
2. Remind children that you don't expect their writing and spelling to be perfect, but that you want them to write (and spell) as best they can.
3. Writing assignments need not be lengthy; encourage variety. One writing activity may involve writing short phrases, while another may consist of one or two sentences. Some children will willingly write extended paragraphs.

My ounckel is a backer.
One day he mad a lof of brad
that look like a sinak.
Daniel

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Short and Long Vowel Patterns

To learn general spelling patterns

Word knowledge facilitates spelling; spelling knowledge, in turn, enhances reading and writing competence. For this reason, beginning readers improve their spelling, reading, and writing skills when they systematically study and make generalizations about words that share spelling patterns. The purpose of word study is not to memorize spellings or to learn spelling rules; rather, its purpose is to build upon a child's existing word knowledge to enable him or her to figure out how the English spelling system works (Perfetti, 1985; Henderson & Templeton, 1986; Anderson, Hiebert, Scott, & Wilkinson, 1985). Building on a child's knowledge of consonants and consonant blends/digraphs, a specific sequence of word study is recommended to introduce the beginning reader to common spelling patterns. For the early beginning reader, this sequence includes sorting/contrasting short vowel rhyming families (words with the same vowel and ending letters) in single-syllable words having a consonant-vowel-consonant (CVC) pattern, such as the "it" family (hit, fit, pit) , the "et" family (pet, set, get), or the "at" family (pat, sat, cat). Later, when the child begins spelling with (and confusing) vowels, the sequence of word study includes sorting/contrasting short with long vowels in words with the CVC (tan), CVCe (silent "e," as in lane), CVVC (pain), and CVV (day) patterns. Word sorting activities may also include contrasting combinations of long vowel patterns such as CVCe (face), CVVC (jail), and CVV (may). This sequence of word study establishes a foundation for understanding more complex spelling patterns during subsequent stages of spelling development (Bear et al., 1996). The following steps are recommended for any word sorting activity you conduct with your child:

- Follow the recommended sequence for vowel word study: short vowel rhyming word families, followed by contrasting short with long vowel patterns, followed by contrasting long vowel patterns
- Explain and demonstrate how the activity will proceed; begin with a two-column sorting activity; include a miscellaneous column for exceptions
- Have the child say each word before placing it in its column
- Extend the sort to three, then four columns; include a miscellaneous column for exceptions

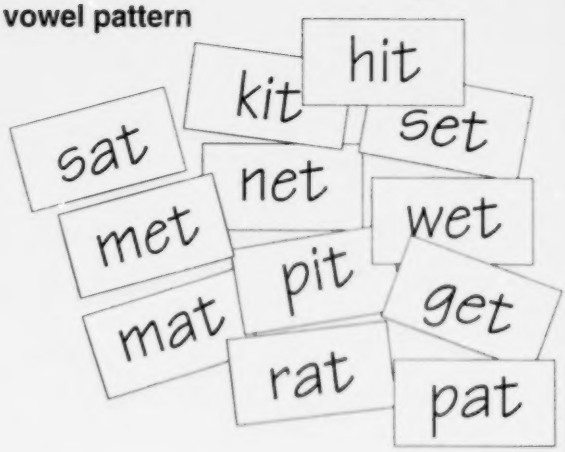
Tips for Tutors

1. Remember, when conducting sorts, always aim for speed and accuracy.
2. Use only words your child is able to read.
3. After sorting the "a" vowel patterns, continue with the other vowels.
4. For a list of words to be used for sorting activities, see Section 4. Include word lists of blends/digraphs, rhyming families with short vowels, contrasting short/long and long/long vowel patterns.
5. Most tutors of emergent and early beginning readers will not need to conduct word study activities beyond sorting consonants, consonant blends/digraphs, and simple CVC, CVCe, CVVC, and CVV patterns. Those wishing a more complete explanation of these and additional word study options (including less common vowel patterns) are directed to *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* (Bear et al., 1996). This excellent resource outlines five developmental stages of spelling and illustrates numerous learning activities appropriate to each stage. Program coordinators should make this resource available to classroom teachers and tutors; it is also a timely resource for tutor training sessions.

Rhyming Word Families

consonant-vowel-consonant (CVC) short vowel pattern

ăt	ĕt	ĭt
bat	pet	bit
cat		sit



contrasting short and long vowel patterns

CV̆C	CV̄Ce	MISC.
bat	same	car
lap	sit	

contrasting long vowel patterns

CV̆Ce	CV̄VC	CV̄V	MISC.
same	tail	lay	sale
lap	snail	tray	

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